

Application: Legacy College Preparatory Charter School

Summer Schneider - sschneider@legacycollegeprep.org
2020-2021 Annual Report

Entry 1 School Info and Cover Page

Completed Aug 16 2021

[Instructions](#)

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2020-2021 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2021)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL 320700861114

a1. Popular School Name

Legacy College Prep

b. CHARTER AUTHORIZER (As of June 30th, 2021)

Please select the correct authorizer as of June 30, 2021 or you may not be assigned the correct tasks.

SUNY BOARD OF TRUSTEES

c. DISTRICT / CSD OF LOCATION

CSD # 7 - BRONX

d. DATE OF INITIAL CHARTER

7/2016

e. DATE FIRST OPENED FOR INSTRUCTION

8/2017

h. SCHOOL WEB ADDRESS (URL)

www.legacycollegeprep.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2020-2021 SCHOOL YEAR (exclude Pre-K program enrollment)

576

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2021 (exclude Pre-K program enrollment)

507

k. GRADES SERVED IN SCHOOL YEAR 2020-2021 (exclude Pre-K program students)

Check all that apply

Grades Served

6, 7, 8, 9

l. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2021-2022?

Yes, 2 sites

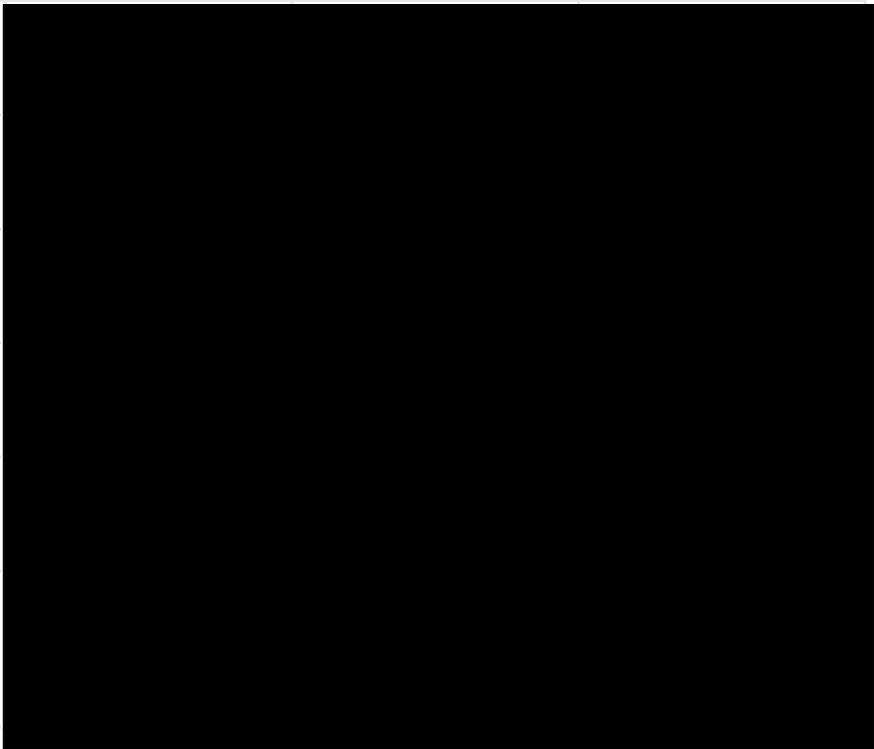
School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	400 E 145th St. Bronx, NY 10454	347-746-1558	NYC CSD 7	6-8	Yes, 6-8

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Christian Toledo			
Operational Leader	Elizabeth Maldonado			
Compliance Contact	Maria Vaz			
Complaint Contact	Summer Schneider			
DASA Coordinator	Maria Vaz			
Phone Contact for After Hours Emergencies	Summer Schneider			

m1b. Is site 1 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 1 Certificate of Occupancy (COO)

[416 Willis CofO \(3\).pdf](#)

Filename: 416 Willis CofO (3).pdf **Size:** 716.2 kB

Site 1 Fire Inspection Report

[Fire Inspection Report 416 Willis Ave..pdf](#)

Filename: Fire Inspection Report 416 Willis Ave..pdf **Size:** 6.6 MB

School Site 2

m2. SCHOOL SITES

Please provide information on Site 2 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 2	332 E 149th St. Bronx, NY 10451	347-746-1558	NYC CSD 7	9-10	Yes, 9-10

m2a. Please provide the contact information for Site 2.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Diana Sainvil-Robinson			
Operational Leader	Janice Smith			
Compliance Contact	Maria Vaz			
Complaint Contact	Summer Schneider			
DASA Coordinator	Maria Vaz			
Phone Contact for After Hours Emergencies	Summer Schneider			

m2b. Is site 2 in public (co-located) space or in private space?

Private Space

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m2d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 2 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2021.

Site 2 Certificate of Occupancy (COO)

[Legacy College Prep HS TCO 220676720 7.2.21 to 9.29.21.pdf](#)

Filename: Legacy College Prep HS TCO 220676720 7.2.21 to 9.29.21.pdf **Size:** 71.0 kB

Site 2 Fire Inspection Report

[332 E 149th St. Fire Inspection Report.pdf](#)

Filename: 332 E 149th St. Fire Inspection Report.pdf **Size:** 4.2 MB

CHARTER REVISIONS DURING THE 2020-2021 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2020-2021 school year? (Please include approved or pending material and non-material charter revisions).

No

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

Yes

ATTESTATIONS

p. Individual Primarily Responsible for Submitting the Annual Report.

Name	Summer Schneider
Position	Executive Director
Phone/Extension	347-972-8885
Email	sschneider@legacycollegeprep.org

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 10 and found in the [NYSED CSO Fingerprint Clearance Oct 2019 Memo](#). Click **YES to agree.**

Responses Selected:

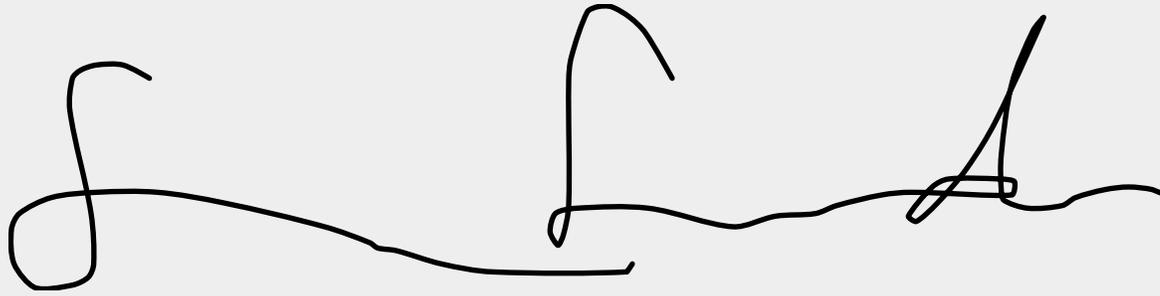
Yes

q. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Click **YES to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees



Date

Aug 10 2021

Thank you.



Entry 3 Accountability Plan Progress Reports

Completed Aug 16 2021

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an Accountability Plan Progress Report template at [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the SUNY Epicenter system by **August 16, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes

only.

[D1a APPR Legacy College Prep](#)

Filename: D1a APPR Legacy College Prep.pdf Size: 2.4 MB

Entry 4 - Audited Financial Statements

Incomplete

Required of ALL Charter Schools

ALL SUNY-authorized charter schools must upload the financial statements in .pdf format into the SUNY Epicenter system no later than **November 1, 2021**. SUNY CSI will forward to NYSED CSO.

ALL Regents, NYCDOE, and Buffalo BOE authorized charter schools must upload final, audited financial statements to the [Annual Report Portal](#) no later than **November 1, 2021**. Upload the independent auditor's report, any advisory and/or management letter, and the internal controls report as one submission, combined into a .PDF file, ensuring that security features such as password protection are turned off.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4a - Audited Financial Report Template (SUNY)

Completed Oct 31 2021

Instructions - SUNY-Authorized Charter Schools ONLY

SUNY-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" at <http://www.newyorkcharters.org/fiscal/>. After completing, schools must upload the document into the SUNY Epicenter system by **November 1**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL - 06

Filename: LEGACY COLLEGE PREPARATORY CHARTER r6O16YX.pdf Size: 515.5 kB

Entry 4c - Additional Financial Documents

Incomplete Hidden from applicant

Instructions - Regents, NYCDOE and Buffalo BOE authorized schools must upload financial documents in this section **by November 1, 2021**. The items listed below should be uploaded, with an explanation if not applicable or available. For example, a "federal Single Audit was not required because the school did not expend federal funds of more than the \$750,000 Threshold."

1. Advisory and/or Management letter
2. Federal Single Audit
3. CSP Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for each school^[1]
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

[1] Note: For BOR schools chartered or renewed after the 2017-2018 school year, the escrow account per school is \$100,000.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Entry 4d - Financial Services Contact Information

Incomplete Hidden from applicant

Instructions: Please enter the contact information for school staff, firms or other entities providing financial services to the education corporation **by November 1, 2021.**

Form for "Financial Services Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm

Entry 5 - Fiscal Year 2021-2022 Budget

Completed Aug 16 2021

Instructions - Regents, NYCDOE, and Buffalo BOE authorized charter schools should upload a copy of the school's FY21 Budget using the 2021-2022 [Projected Annual Budget template](#) in the portal or from the Annual Report website **by November 1, 2021.**

The assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Instructions - SUNY authorized charter schools should download the [2021-2022 Budget and Quarterly Report Template](#) on the SUNY website or Epicenter and upload the completed template into the portal **by November 1, 2021**.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

Legacy College Prep - FY 2022 Budget Final

Filename: Legacy College Prep FY 2022 Budget Final.pdf **Size:** 202.2 kB

Entry 6 - Board of Trustees Disclosure of Financial Interest Form

Completed Aug 16 2021

Required of ALL Charter Schools by August 2

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2020-2021 school year must complete a signed:

- Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)
- SUNY- Authorized Charter Schools: [SUNY Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. **If a trustee is not able or available to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee.** (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the **education** corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation. Note: Docusign is accepted.

Legacy College Prep Financial Disclosures SY20-21

Filename: Legacy College Prep Financial Discl 7oyGdwk.pdf **Size:** 8.3 MB

Entry 7 BOT Membership Table

Completed Aug 16 2021

Instructions

Required of All charter schools

ALL charter schools or education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting or non-voting members.

Entry 7 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

1. 2020-2021 Board Member Information (Enter info for each BOT member)

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
1	David Camputo		Chair	Governance	Yes	3	07/01/2021	06/30/2024	10
2	Nikki Ho-Shing		Vice Chair	Governance	Yes	2	07/01/2019	6/30/2022	8
3	David Borsack		Secretary	Finance	Yes	1	07/01/2020	6/30/2023	8
4	Jared Parker		Treasurer	Finance	Yes	2	07/01/2019	6/30/2022	7
5	Hillary Swiggett		Trustee/Member	Fund Development	Yes	2	07/01/2019	6/30/2022	9

6	Michael Ratiker		Trustee/Member	Finance	Yes	1	03/01/2020	6/30/2023	9
7	Patricia Virella		Trustee/Member	Academic Achievement	Yes	1	01/01/2020	6/30/2023	5 or less
8	Tyrone Washington		Trustee/Member	Finance	Yes	1	01/01/2020	6/30/2023	8
9	Someera Khokhar		Trustee/Member	Fund Development	Yes	2	07/01/2019	6/30/2022	5 or less

1a. Are there more than 9 members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliations	Voting Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2020-2021
10	John Sanchez		Trustee/Member	Fund Development	Yes	3	07/01/2020	6/30/2023	5 or less
11	Ryan Brand		Trustee/Member	Governance	Yes	1	06/24/2021	6/30/2024	5 or less
12									
13									
14									
15									

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2021	11
b.Total Number of Members Added During 2020-2021	1
c. Total Number of Members who Departed during 2020-2021	1
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

3. Number of Board meetings held during 2020-2021

11

4. Number of Board meetings scheduled for 2021-2022

11

Thank you.

Entry 8 Board Meeting Minutes

Incomplete Hidden from applicant

Instructions - Required of Regents, NYCDOE, and Buffalo BOE Authorized Schools ONLY

Schools must upload a complete set of monthly board meeting minutes (July 2020-June 2021), which should match the number of meetings held during the 2020-2021 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 2, 2021.

Entry 9 Enrollment & Retention

Completed Aug 16 2021

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the good faith efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain the enrollment of Students with Disabilities (SWDs), English Language Learners (ELLs), and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Entry 9 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2020-2021 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners, and students who are economically disadvantaged. In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2021-2022.

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2020-2021	Describe Recruitment Plans in 2021-2022
	Legacy College Prep is open to all scholars and ensures compliance with all applicable laws governing public schools. We use a variety of outreach strategies to recruit scholars who are economically disadvantaged. In the 2020-2021 school year we gave priority to children living in our community school district.	

<p>Economically Disadvantaged</p>	<p>Our school is located in a district where over 90% of scholars receive free or reduced-price lunch. We contacted all elementary and middle schools within our district. We shared informational brochures with all schools. We put up flyers at various stores around the neighborhood. We held virtual information sessions to help reach more families. We also mailed applications and informational brochures to all families in the surrounding zip codes who have a current 5th, 6th, 7th, or 8th, 9th, or 10th grader. At the end of our enrollment period, we analyze our incoming class to ensure that we have a student population that represents our community school district. This past year our school's population was entirely made up of children from the surrounding districts.</p>	<p>In the 2021-2022 school year we will continue to use the recruitment practices from previous years. We will begin advertising our open enrollment period in November of 2021. We will send informational brochures to surrounding elementary schools, attend middle school fairs in our district, and send out mailers to all families within our school district who have a 5th, 6th, 7th, 8th, 9th, or 10th grader. We will also attend high school fairs to recruit scholars for our high school.</p>
<p>English Language Learners</p>	<p>Legacy College Prep is open to all scholars and makes significant efforts to design our school program to support all learners. Our recruitment efforts for the 2020-2021 school year were directed at recruiting English Language Learners by advertising on our flyers that we offer supports for English Language Learners. We sent these informational brochures and applications to neighboring elementary schools and middle schools. We also mailed the materials to all families with a current 5th, 6th, 7th, 8th, 9th, or 10th grader living in the zip</p>	<p>For the 2021-2022 school year, Legacy College Prep will offer all enrollment and advertisement materials in multiple languages. We will offer translated materials and translated services for person-to-person interactions. We will mail out all applications and informational brochures in Spanish and English to all families with a current 5th, 6th, 7th, 8th, 9th, or 10th grader in</p>

	<p>codes within our school district. We ensured that all communication was offered in both English and Spanish. We held virtual zoom information sessions in the spring and offered Spanish and English versions of these meetings. We also ensured that parents were able to speak to a Spanish-speaking staff member at all times during the enrollment process.</p>	<p>our school district. We will deliver informational materials and applications to neighboring elementary and middle schools. We will continue to advertise that we offer services to English Language Learners and that we have two ENL Specialists on staff.</p>
<p>Students with Disabilities</p>	<p>Legacy College Prep is open to all scholars and makes significant efforts to design our school program to support all learners. Our recruitment efforts for the 2020-2021 school year were directed at recruiting Students with Disabilities by advertising on our flyers that we offered supports for students with IEPs and 504s. We sent these informational brochures and applications to all neighboring elementary and middle schools. We also mailed the informational brochures and applications to all families with a current 5th, 6th, 7th, 8th, 9th, or 10th grader living in the zip codes within our school district. Over the summer we conducted virtual registration visits and Culture Orientations with all incoming students. These meetings facilitated conversations with families about their child's needs. Through these meetings, we were able to reassure families that we are able to provide supports to</p>	<p>For the 2021-2022 school year, Legacy College Prep will continue to advertise on all of our marketing materials that we offer supports for scholars with special needs. We will distribute informational brochures and applications to all neighboring elementary schools. We will also mail informational brochures and applications to all families with a current 5th, 6th, 7th, 8th, 9th, or 10th grader living in the zip codes surrounding our school district. We will deliver information to neighboring elementary and middle schools. We will continue to advertised,</p>

	<p>students with IEPs and to outline what those supports will look like. Over the summer our Director of Student Supports begins reaching out to all families to ensure that we have the most up-to-date copies of IEPs, and starts to work on the services to support all of our incoming students. Finally, we have worked to form relationships with outside related service providers. These related service providers now refer scholars to apply to our school.</p>	<p>on our promotional materials, that we provide supports to students with disabilities.</p>
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Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2020-2021	Describe Retention Plans in 2021-2022
Economically Disadvantaged	<p>Throughout the school year, Legacy College Prep supported our economically disadvantaged scholars in a variety of ways. Our school is a free, public, charter school that is open to all students. This year we offered a lot of support services to students and families through our Social Work office. We have three Social Workers on staff who support our scholars and have also been able to support families by referring them to outside agencies for help whenever appropriate, in addition to providing scholars with services during school hours. We are able to offer all scholars at Legacy a free breakfast, lunch, and snack every day of the school year. In</p>	<p>In the 2021-2022 school year, we will continue to offer many of the same supports that we offered last year. We will offer families financial support with uniforms, supplies, and school trips/events, including a 20% discount on uniforms. We will continue to offer all scholars free breakfast, lunch, and snack every day. We will continue to offer supports to families who are in need of busing or outside services that</p>

	<p>addition to this, we also offer financial support with uniforms, school supplies, and school trips for families who we know are economically disadvantaged. We want to ensure that all of our programs are accessible to all scholars. This school year we continued to provide support to families by mailing school supplies and books to their homes and by lending scholars chromebooks and internet hotspots to use to access our online learning platform. Our Social Workers and Culture Team supported families and scholars throughout the school year by ensuring that they were given extra support while learning virtually.</p>	<p>may be referred through our social work team. We will continue to offer support for our families to assist with making sure that they have internet access at home, including working with the local internet providers and providing hotspots to families. It is a priority at Legacy that our school remains accessible to all families in our community.</p>
<p>English Language Learners</p>	<p>Prior to the 2020-2021 school year, we conducted individual family meetings with incoming scholars to begin to understand the child's needs. This year we provided support to all English Language Learners by utilizing our ENL Specialist to work with scholars in a variety of ways. She supported in history classes by providing reading support to those who struggled with the content. She also ran an intervention eight times a week with different scholars from grades 6-9 to give more individual and direct support to our English Language Learners. We also provided an afterschool reading intervention program to support our ELL population. In addition to the classroom supports for scholars, we</p>	<p>In the 2021-2022 school year, we are continuing to increase our support for English Language Learners. We have hired an additional ENL Specialist to support our growing student population. With two ENL Specialists on staff, we are able to provide more support in History and Composition classes, as well as during intervention and after-school tutoring. We will continue to ensure that our ENL program is designed to differentiate for the different levels of scholars that we serve. In addition to our academic supports, throughout the summer we will continue to conduct family registration conversations and culture presentations where we are able</p>

	<p>continued to make sure that our families received all written communication in both Spanish and English. For all verbal communication, we always had a Spanish-speaking staff member available for translations. We provided virtual access to scholar grades in Spanish and communicated frequently with families of English Language Learners about their academic progress.</p>	<p>to learn more about our scholars and their needs. During the school year, we will continue to offer translated services to all of our families and ensure that all communication is offered in multiple languages. We will also continue to ensure that our online parent programs offer multiple languages to ensure that our families will be better able to support scholars throughout the school year.</p>
<p>Students with Disabilities</p>	<p>Throughout the school year, our Dean of Student Supports worked with the Principals of both the Middle School and High School to actively review the progress scholars with disabilities were making towards meeting their goals. In addition to the IEP evaluations, our teachers were in frequent communication with families of scholars with disabilities who were struggling in school. In some cases, we adjusted our school programming and structure to meet the needs of our scholars with IEPs; for example, hiring additional paraprofessionals for our ICT classes to ensure all scholars received more support and strategically placing scholars in small group interventions for reading or after school math tutoring. We also hired a Reading Intervention teacher to support our ICT classes as an elective. The class utilized the Wilson Reading Program Just Words to provide scholars with differentiated reading support</p>	<p>In the 2021-2022 school year, we will continue to offer specialized services to meet the needs of all scholars. We will continue to conduct conversations with all families of scholars with IEPs prior to the school year beginning so that we can understand what their child's specific needs will be. We will continue to adjust our programs to support the needs of our scholars. We have kept the Reading Intervention class for all ICT classes this upcoming school year to ensure that scholars are getting more individualized support in reading. We have also</p>

throughout the school year. As a result of the supports we were able to provide, we saw several scholars transition out of needing some accommodations and modifications at their annual IEP meetings. During virtual learning, we adapted our schedule and made sure to provide additional supports for our scholars with IEPs. We offered SETSS and teacher office hours where scholars could log onto Zoom and get more individualized attention from their teachers. We also opened up an onsite learning center for the last part of the year and offered priority to scholars with special needs. This learning center provided scholars with more structure and support with online learning. As a result, we saw many scholars improve their grades and finish the year with stronger growth results.

increased our support staff in our 7th grade ICT classes by adding paraprofessionals for all core classes. Some other adjustments may include: hiring an additional Special Education teacher should we have an increase in the number of scholars with IEPs, providing more SETSS services, and modifying the schedule to include more individualized and small group instructional supports.

Entry 10 - Teacher and Administrator Attrition

Completed Aug 16 2021

Form for "Entry 10 - Teacher and Administrator Attrition" Revised to Employee Fingerprint Requirements Attestation

A. TEACH System - Employee Clearance

Charter schools must ensure that all prospective employees^[1] receive clearance through [the NYSED Office of School Personnel Review and Accountability](#) (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, or related/contracted service providers.** After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee. For the safety of all students, charter schools must take immediate steps to terminate the employment of individuals who have been denied clearance. Once the employees have been terminated, the school must terminate the request for clearance in the TEACH system.

In the Annual Report, charter schools are asked to confirm that all employees have been cleared through the NYSED TEACH system; and, if denied clearance, confirm that the individual or employee has been removed from the TEACH system, and is not employed by the school.

^[1] Employees that must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers.** See NYSED memorandum dated October 1, 2019 at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf> or visit the NYSED website at: <http://www.highered.nysed.gov/tsei/ospra/fingerprintingcharts.html> for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must simultaneously request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at

<http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/EmployeeFingerprintOct19.pdf>.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 11 Percent of Uncertified Teachers

Incomplete Hidden from applicant

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

Entry 11 Uncertified Teachers

School Name:

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category A: 5 or 30% whichever is less	0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category B: not to exceed 5	0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2021)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2021)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2021)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2021)	
Total Category C: not to exceed 5	0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	



Thank you.

Entry 12 Organization Chart

Incomplete Hidden from applicant

[Instructions](#)

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2020-2021 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart

Entry 13 School Calendar

Completed Aug 16 2021

[Instructions for submitting School Calendar](#)

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may or may not have a school calendar ready to upload by the submission deadline this year of August 2, 2021. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 2nd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2021**.

School calendars must meet the [minimum instructional requirements](#) as required of other public schools *"... unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

PLEASE NOTE: This is a required task, and it is marked optional for administrative purposes only.

[SY21-22 MS Calendar](#)

Filename: SY21 22 MS Calendar.pdf **Size:** 146.0 kB

[SY21-22 HS Calendar](#)

Filename: SY21 22 HS Calendar.pdf Size: 143.6 kB

Entry 14 Links to Critical Documents on School Website

Completed Aug 16 2021

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2019-2020 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 29, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 14 Links to Critical Documents on School Website

School Name: Legacy College Preparatory Charter School

Required of ALL Charter Schools noting that SUNY-authorized charter schools are not required to submit item 5: Authorizer-approved DASA policy

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school’s website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2019-20)	https://hardedgetool.com/newlegacycollegeprep.org/wp-content/uploads/2021/07/Annual-Report-SY19-20-1.pdf
2. Most recent board meeting notice, documents to be discussed at the meeting (if any)	https://legacycollegeprep.org/our-board/board-meeting/
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://us04web.zoom.us/j/245547938?pwd=YjRUQkiYTzhoOGZuM2YyaENuaWtqdz09
3. Link to NYS School Report Card	https://data.nysed.gov/profile.php?instid=800000088148
4. Lottery Notice announcing date of lottery	https://legacycollegeprep.org/enroll/
5. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY);	
6. District-wide Safety Plan	https://hardedgetool.com/newlegacycollegeprep.org/wp-content/uploads/2021/07/Legacy-College-Preparatory-Safety-Plan-SY20-21-HS.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://legacycollegeprep.org/wp-content/uploads/2020/07/LCP-Student-and-Family-Handbook-SY2020-2021-English.pdf
7. Authorizer-Approved FOIL Policy	https://legacycollegeprep.org/wp-content/uploads/2020/07/LCP-Student-and-Family-Handbook-SY2020-2021-English.pdf
8. Subject matter list of FOIL records	https://legacycollegeprep.org/wp-content/uploads/2020/07/LCP-Student-and-Family-Handbook-SY2020-2021-English.pdf

Thank you.



Entry 15 Staff Roster

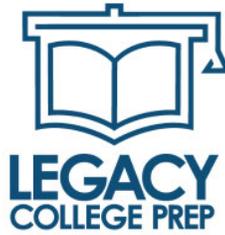
Incomplete Hidden from applicant

INSTRUCTIONS

Required of Regents-Authorized Charter Schools ONLY

Please click on [the MS Excel Staff Roster Template](#) and provide the following information for ANY and ALL instructional and non-instructional employees.

- Full name for any and all employees
- TEACH IDs for any and all employees
- Using the drop down menu, select a role/position (or the best fit) for each employee in the charter school. (Please provide additional information to the Notes Section of the Staff Roster Template as necessary)
- Date of hire and employment start dates
- Number of years each employee has had in their respective professions
- Number of years each employee has had in their current role in the charter school
- Using the drop down menu, select the correct explanation as to why a teacher is teaching outside of their certification area.



**Legacy College Preparatory
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Summer Schneider, Executive Director

400 E 145th St. Bronx, NY 10454
332 E 149th St. Bronx, NY 10451

347-746-1558

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Executive Director, Summer Schneider, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
David Camputo	Board Chair	Governance
Nikki Ho-Shing	Vice Chair	Governance
David Borsack	Secretary	Finance
Hillary Swiggett	Fund Development Committee Chair	Fund Development
Jared Parker	Treasurer; Finance Committee Chair	Finance
Someera Khokar	Trustee	Fund Development
John Sanchez	Trustee	Academic Achievement
Patricia Virella	Academic Achievement Committee Chair	Academic Achievement
Tyrone Washington	Trustee	Finance
Michael Rakiter	Trustee	Finance
Ryan Brand	Trustee	Governance

Summer Schneider served as the Principal from October 2016 to March 2021. She has served as Executive Director since March 2021.

SCHOOL OVERVIEW

Legacy College Preparatory Charter (“Legacy College Prep”) is a college preparatory charter school serving students in grades 6 – 12, 6 – 10 in the 2020-2021 school year. We believe that all students regardless of race, background, or socioeconomic status can excel at high levels achieving mastery of state standards, scoring competitively on college entrance exams, and earning acceptance to four-year universities. Our school incorporates high behavioral and academic expectations to ensure we are developing scholars to have strong character through the formation of successful habits. Our belief is that these habits are vital to a student’s ability to establish a strong foundation in middle school, achieve success within high school, and gain access to and graduate from the college or university of their choice.

Our school vision is driven by three core beliefs:

1. Rigorous instruction educates students to attend and graduate from college.
2. Values-based character development prepares students for school and life success.
3. Ambitious goals drive college readiness and the pursuit of professional aspirations.

These beliefs directly inform our vision and all elements of our school design.

In our founding years, we have served a population of which over 90% are considered economically disadvantaged. We serve a student population where 20% of scholars have disabilities and 10% of scholars are English Language Learners.

We focus heavily on literacy and mathematics in the middle school grades in order to ensure that students are performing on or above grade level before they enter high school. At the high school level, we work to give scholars access to take rigorous AP courses and learn skills that will be necessary for success in college and/or their future careers.

In all grades, Legacy College Prep prepares students for college through rigorous curriculum and instruction aligned to the New York State P-12 Common Core Learning Standards and New York State Learning Standards. We develop students as insightful and analytical readers of fiction and non-fiction, evidence-based writers who can articulate ideas across multiple texts, and mathematicians who can explain their conceptual reasoning and succeed in advanced high school math study.

In addition to our emphasis on literacy and mathematics, Legacy College Prep prepares students for the larger world as well as for the changing demands of society and the economy. Students take physical education each year of middle school to develop healthy nutritional and exercise habits. Students take computer science in middle school and high school to gain exposure to and proficiency in computer skills that will help them be competitive for many of the jobs that will be available to them in the future.

At the start of the last school year, our school offered a hybrid and remote learning option to our middle school scholars. At the high school level, our scholars were better able to independently access the online courses so we offered a remote only option. In November 2020, with COVID-19 cases rising in the New York area, it became clear that we could not offer our hybrid model and meet the health and safety requirements. We pivoted to a fully remote instructional model for all grades through the rest of the school year. Our teachers provided daily video instruction to all scholars on Zoom using the same schedule we would have used in person. In March 2021, we began offering an in-person learning center to select scholars who were high need and would

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

benefit from having the structure of being inside the school building for instruction. The selected scholars came to the school building to participate in online learning from our learning center through the remainder of the school year.

During the school year, we continued to assess scholars using our quarterly and trimester interims, i-Ready, and the NWEA MAP assessment (for grades 6 – 8 only).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017-18	0	0	0	0	0	0	128	0	0	0	0	0	0	128
2018-19	0	0	0	0	0	0	120	125	0	0	0	0	0	245
2019-20	0	0	0	0	0	0	122	128	130	0	0	0	0	380
2020-21	0	0	0	0	0	0	109	130	135	132	0	0	0	506

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons:

<http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	N/A	N/A	N/A
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	N/A	N/A	N/A

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

PROMOTION POLICY

Legacy College Preparatory Charter School has rigorous promotional standards. It is not automatically assumed that a student will pass from one grade to the next: each student must earn promotion by demonstrating mastery of the essential knowledge and skills in his or her

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

current grade level. Students must take and pass all classes and meet attendance requirements to be considered for promotion to the next grade level.

Academic Promotion: Students must pass all classes to be considered for promotion. For the purposes of this policy, it is important to understand that attendance is considered a class. If students accrue 10 or more absences in a single school year, students have failed attendance. In all academic classes, any grade lower than a 70% is considered a failing grade.

Credit Requirements for Promotion: Students earn 1.0 credit for passing a year-long class, and half a credit (.5) for passing a semester-long class.

- To be promoted from 9 to 10 grade:
 - Students must have earned 4.0 credits.
- To be promoted from 10 to 11 grade:
 - Students must have earned a minimum of 10.0 credits.
 - Students must have at least 2.0 credits in Global History.
 - Students must have at least 2.0 credits in English.
- To be promoted from 11 to 12 grade:
 - Students must have earned a minimum of 15.0 credits.

Summer School: Students earning a failing grade of 70% in one or two classes or scored less than a 70 on one of the 5 major NYS Regents, but passed the course. A score of 70 on NYS Regents exams is required to receive a Legacy College Prep diploma are required to attend and pass Summer School. Summer School takes place over 10 school days during July. During this time, students review the subject area(s) in which they struggled and receive targeted interventions.

Summer School is one final opportunity for students to indicate readiness for the next grade level. Expectations for passing Summer School are rigorous. To pass Summer School, students must:

- Enroll on time and attend each day. Students who miss more than one (1) day of Summer School have failed Summer School. Tardy and incomplete day rules apply.
- Pass all Summer School classes.
- Earn no more than 8 demerits. All school rules apply during Summer School.

If a student required to attend Summer School fails to enroll in Summer School or to meet any one of the expectations above, that student will be automatically retained.

Automatic Retention: Students who earn a failing final grade in more than two classes will be automatically retained. Specific provisions of an Individual Education Plan (“IEP”) may amend promotion or retention criteria, on a case-by-case basis. Students who qualify for Automatic Retention are not required to attend Summer School.

Graduation Requirements: To earn a high school diploma from Legacy College Prep Charter High School, in accordance with the New York State high school graduation requirements, students must complete the course of study shown in the figure below, earning a grade of 70% or higher in each course in order to earn credit. To earn a New York State Regents Diploma from Legacy College Prep Charter High School, in accordance with the New York State high school regents diploma requirements, students must not only pass the course but also receive a passing score of 65% or higher on the Regents Exam.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

High School Graduation Requirements

Subject Area	Units Required By NYS	Units Required by Legacy College Prep
English Language Arts	4	6
Mathematics	3	4
Science	3	4
Social Studies	4	4
Language Other than English (LOTE)	1	3
Visual Art, Music, Dance, and/or Theater	1	1
Physical Education (participation each semester)	2	2.0
Health	0.5	0.5
College Prep Electives	0	3.5
Electives	3.5	1.0
Total	22	29

Legacy College Prep will offer five different diploma options:

Legacy College Prep Advanced Regents Diploma

- 29 credits with scores of 75 or higher on 5 NYS Regents exams.
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 90 or higher in the Sophomore Internship Program
- Scored 90 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Legacy College Prep Regents Diploma

- 29 credits with scores of 70 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Advanced Regents Diploma

- 22 credits with scores of 65 or higher on 9 NYS Regents exams
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Regents Diploma

- 22 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Local Diploma

- 22 credits with scores of 55 or higher on 5 NYS Regents exams. Only selected students with Individualized Education Plans approved by the school leader and the NYC Committee on Special Education are eligible for the Local Diploma.
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

During the 2020-2021 school year, the academic promotional policy was not modified. The attendance policy related to promotion was modified. Scholars traditionally would be asked to attend summer school if they received 10 or more absences in a single school year. Due to COVID-19, scholars were not required to attend summer school for attendance reasons.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will take and complete necessary coursework to graduate from high school.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

In the 2020-2021 school year, Legacy College Prep only served 9 grade scholars. All scholars in their first year of high school took an English, Science, Math, Social Studies, and a College Seminar course. In addition to these courses, scholars took either Physical Education, Spanish I, or Computer Science as an elective. The cohort size was 132 scholars and 98% of scholars met the goal of earning at least five credits in their first year. The school met the target of having 75

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

percent of scholars earn five credits and exceeded the target by over 20 percent. This year was challenging due to the fact that all instruction was remote and scholars had to attend classes virtually. This challenge did not impact the school's ability to meet the goal of having scholars successfully complete their courses and remain on track for high school graduation.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	N/A	N/A
2020	132	98%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were in their second year of high school during the 2020-2021 school year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	N/A	N/A
2018	2019-20	N/A	N/A
2019	2020-21	N/A	N/A

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were in their fourth year of high school during the 2020-2021 school year.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A
2016	2020-21	N/A	N/A

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/cjai/multiple-pathways/>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for graduation in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a) *100
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2020-2021 school year, Legacy College Prep only served 9 grade scholars. Our school was only eligible for the first goal in the accountability plan, which ensures that scholars are on track to earn enough credits to graduate from high school. In the first year of operation, the school exceeded this goal by more than 20 percent, with 98% of scholars earning five or more credits toward graduation. In future years, our school looks forward to sharing data on the remaining measures include in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	N/A
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A

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Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

In order to ensure that our school remains on track to meet the measures in the high school graduation goal, we will continue to offer the required courses to all scholars, provide strong advising and counseling support to keep scholars on track towards graduating from high school, and provide opportunities for extra support through after school office hours.

To ensure success in other measures in future years, Legacy College Prep is committed to build a strong academic program that offers all required courses, providing every scholar with an advisor to support their academic promotion, offering college seminar classes each year where College Counselors teach scholars skills that will make them successful in staying on track towards graduation, and providing frequent communication with our families around their scholars progress toward high school graduation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

Legacy College Prep's mission is to ensure that scholars are prepared to with the skills necessary to graduate from the college or university of their choice. At the high school level, scholars begin taking College Seminar courses in 9 grade to help prepare them for college. Our Director of College and Career Readiness, in collaboration with the College Team, has developed a scope and sequence for the college seminar courses that span all four years of high school, and include support for our alumni after they graduate from high school.

As 9 graders, scholars take a class that focuses on helping them establish their goals and aspirations while also teaching them about the college application process and the importance of building their college resumes. The class puts an emphasis on maintaining a high GPA, taking rigorous classes, and participating in extracurricular activities throughout high school.

As 10 graders, scholars are able to participate in a mentorship or internship that helps them build successful habits and life skills that will make the transition from high school to college easier. Scholars have the opportunity to learn from adults and/or to participate in work that is related to something they are interested in doing in their future. The course teaches responsibility while also exposing scholars to different career pathways.

In Junior year, the college seminar course is focused on taking the SATs, drafting personal statements, and collecting letters of recommendation. The course begins by helping scholars

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register and prepare for the SATs and for some the ACTs. The second half of the course helps scholars identify topics for their personal statements and/or college essays. The College Counselor will help scholars draft these essays so that they are ready when scholars apply to college the following year. Finally, the last portion of the course is designed to help scholars determine who to request letters of recommendation from.

In Senior year, the college seminar course is focused on supporting scholars with determining which colleges and universities to apply to, applying to those colleges and universities, gathering information on financial aid packages and scholarships, and determining which college or university is the best fit. The course begins by having scholars select a series of schools to apply to with a variety of safe and reach schools. In the fall, scholars will complete applications to the colleges and universities. Once scholars receive acceptances, the College Team will support scholars with gathering information on financial aid and scholarships so that scholars can make an informed decision on which school will be the best fit for them. Finally, scholars make their final decision on which college or university to attend. The school will close out the school year with a College Signing Day to celebrate the achievements of our scholars.

In addition to the support that our school provides internally, our College Team is also making efforts to form partnerships with outside colleges and universities. The purpose of these partnerships is in some cases to provide opportunities for scholars to take college level courses in high school and in other cases to provide support with the admissions process and to ensure that our school builds a strong reputation with local colleges and universities.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the

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overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for high school graduation in the 2020-2021 school year.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)] *100
2015	2018-19	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for high school graduation in the 2020-2021 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for high school graduation in the 2020-2021 school year.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Scholars will be proficient in English Language Arts.

BACKGROUND

Our middle school English Language Arts classes offer scholars a combination of writing and reading instruction in a 100-minute period, four to five times a week. The curriculum is based around novel study, where five to six novels are selected for our scope and sequence. Scholars read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The course backwards-plans from the CCSS for 6 -8 grade ELA. The classes focus on the ability to cite textual evidence linking to a claim or analysis, identify the theme or main idea of a text using evidence to support, describe the plot and character development in a story through specific events, determine meaning of figurative language related to text meaning and tone, analysis on the purpose of a specific portion of a text in the context of the overall structure, and the development of the narrator's point of view. As part of the literature portion students compare and contrast different genres of literature related to how they are written and the experience of reading them; specifically, poems, dramas, short stories, and novels. The nonfiction portion of the course will focus on students' ability to analyze the purpose behind the structure of the text, the author's point of view and how it is conveyed in the text, identify the major argument in the text and support with reasons that are factual from the text, and how the author integrates factual information into the text to present an argument. Related to grammar and language students learn how to correct the misuse of pronoun and the use of vague pronouns, spelling errors, punctuation errors with commas and parentheticals. The courses aim for students to acquire and use grade appropriate vocabulary. Therefore, students learn to determine unfamiliar word meanings through prefixes, suffixes, and root words, using context clues to determine meaning or check for meaning once the word has been defined, and using the appropriate resources such as dictionaries and thesauruses to determine the meaning of words. Here are some sample anchor texts from our classes: *Number the Stars*; *The Narrative of Frederick Douglass*; *Night*; *Twelve Angry Men*; *The Giver*; *Claudette Colvin: Twice Towards Justice*; *Animal Farm*, *The Other Wes Moore*, *The Catcher in the Rye*, *There Eyes Were Watching God*, and *The Outsiders*. Different classes may read different novels based on the reading levels of scholars in the class.

In the composition portion of the classes, students learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course backwards-plans from the CCSS ELA Writing Standards. Students write for various lengths of time, from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course focuses on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper. Scholars learn to write arguments to support a claim that is linked to evidence in the text, informative/explanatory texts to convey information and/or concepts, and narratives with a focus on engaging the reader by establishing context, using descriptive details and sensory language to describe the characters, setting, and plot, and organizing the

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event sequence to show character and plot development. Our teachers use resources from other established charter schools in New York City and adapt the resources to meet the needs of the scholars in their classes. Our curriculum is also modified based on the reading levels of the scholars in the classroom.

Each year, scholars are assessed using internal trimester interim exams aligned to the state exams, the i-Ready Reading assessment, and the NWEA MAP Language Arts assessment.

During the 2020-2021 school year, scholars were given the option of hybrid or remote learning for the first trimester. The remainder of the year was fully remote for all scholars. Our teachers provided scholars with quality ELA instruction through the use of live, synchronous, Zoom lessons and electronic materials. Our scholars continued to participate in novel study through these daily lessons and also received daily writing instruction as well. Select scholars in our ICT classes were given the opportunity to take Reading Intervention as an elective starting in Trimester 2. This course provided more individual support for our scholars with the lowest reading levels.

METHOD

The school administered the nationally normed NWEA MAP assessment in Language Arts to scholars during the 2020-2021 school year. Scholars were given the pre-test in September, a midyear test in January, and post-test in May.

The school also administered the i-Ready assessment in Reading to scholars throughout the 2020-2021 school year. The test was used to monitor student growth. Scholars took the first diagnostic test in September, followed by diagnostic tests every six weeks until the final assessment in June.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **NWEA MAP**

RESULTS AND EVALUATION

The results and evaluation section includes data from the NWEA and i-Ready assessments. The summary tables for NWEA include data from only our 6 – 8 grades. The summary tables for i-Ready include data on scholars in grades 6 – 8 .

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NWEA

The table below represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. In all measures, the school failed to meet the growth goals.

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 ^d through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	367	44	No
Measure 2: Each year, the school's median growth percentile of all 3 ^d through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	367	54	No
Measure 3: Each year, the median growth percentile of 3 ^d through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 ^d through 8 th grade general education students at the school.	Students with disabilities	44	83	24	No
Measure 4: Each year, 75% of 3 ^d through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	243	53%	No

For Measure 1, our scholars median growth percentile was 44, missing the target by 6 percentile points. The second table below breaks down the median growth percentile by grade. Our 8th grade scholars performed stronger than the other two grades and our 7th grade scholars performed significantly lower than the other two grades. This school year we saw lower growth rates on the MAP assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality ELA instruction. Our ELA program is based on novel study and this practice was difficult to continue facilitating online. We also noticed a large decline in independent reading this school year. In a traditional year, scholars were finishing independent reading books almost weekly and this year access to books and in-person support from teachers caused scholars to read less books outside of class. At Legacy we measure the word counts that scholars complete each year using the Accelerated Reader program. This year we saw almost all scholars read only a third of what they had read in prior years.

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For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 54, only one percentile point below our target. The results in this area are attributed to our teacher's ability to prioritize scholars based on the fall and winter MAP results. After each MAP assessment, our school provides the data to the teachers and asks that they perform analysis on the data to identify scholars that require additional support. This analysis proves to be successful each year in helping our teachers differentiate instruction and provide more individualized support to scholars who are underperforming at the start of the year. In the 2020-2021 school year, lack of access to all scholars made it more difficult for teachers to reach all scholars in this target area.

For Measure 3, the median growth percentile for our students with disabilities was 24, missing the target percentile by 20 percentile points. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT ELA courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of modifications and support online as they were in person resulting in low growth across all three grades. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough and we were not able to provide seats to all scholars with disabilities. Our ICT ELA classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 53% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Language Arts. These results fell short of our target by about 20%. When scholars enter our school in 6th grade, the average percentile is 30. This means that the average scholar is performing 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our intervention program is designed to support scholars twice a week with additional, differentiated reading support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program. As a support, we added a Reading Intervention class for our most struggling readers, but this was not enough to support all scholars across 6th - 8th grade.

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End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ²	Number Tested	Percent Proficient	Number Tested
6	19%	107	N/A	N/A
7	24%	127	22%	121
8	29%	133	30%	122
All	24%	367	26%	243

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	44	107
7	37	127
8	47	133
All	44	367

² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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I-READY

The table below represents growth results in a series of measures comparing the first i-Ready diagnostic assessment in September to the final i-Ready assessment in May. In all measures, the school failed to meet the growth goals.

2020-21 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 ^d through 8 th grade students will be equal to or greater than 100%.	All students	100%	354	71%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 ^d through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	245	50%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 ^d through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 ^d through 8 th grade general education students at the school.	Students with disabilities	71%	76	56%	No
Measure 4: Each year, 75% of 3 ^d through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	243	35%	No

For Measure 1, our scholars median percent progress to Annual Typical Growth was 71%, missing the target by 30%. The second table below breaks down the median percent progress by grade. Our 7th and 8th grade scholars achieved much higher results than our incoming 6th grade scholars. This school year we saw lower growth rates on the i-Ready assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality ELA instruction. Our ELA program is based on novel study and this practice was difficult to continue facilitating online. We also noticed a discrepancy in the number of scholars who took the exam at various times throughout the year. Motivation and participation in our i-Ready assessments showed a large decline this school year due to remote testing.

For Measure 2, the median percent progress to Annual Typical Growth for our scholars performing two or more grade levels below grade level was 50%, falling short of our target of 110%. The results in this area are attributed to not being able to fully differentiate our instruction and provide more support to our lowest readers this school year. As mentioned earlier, our lowest readers struggled to access online learning and as a result showed much lower growth results. This year we also saw huge declines in independent reading. Our

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independent reading program has been one of the strategies we use to help our lowest readers achieve more growth in a single year. The lack of an independent reading program resulted in scholars finishing less books this year.

For Measure 3, the median percent progress for our students with disabilities was 56, compared with our general education populations 71%. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT ELA courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of modifications and support online as they were in person resulting in low growth across all three grades. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough and we were not able to provide seats to all scholars with disabilities. Our ICT ELA classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 35% of our scholars in at least their second year scored mid on-grade level or above in Reading. These results fell short of our target by about 40%. When scholars enter our school in 6 grade, they are on average three or more grade levels behind. Our goal is to ensure that by the end of 8 grade all scholars are on grade level heading into 9 grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our reading intervention program is designed to support scholars twice a week with additional, differentiated reading support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program. As a support, we added a Reading Intervention class with a scripted curriculum from the Wilson Reading Program for our most struggling readers, but unfortunately, we could not offer the course to all scholars across grades 6 – 8 . This upcoming school year we have adjusted our schedule to be able to offer more scholars the Reading Intervention elective.

End of Year Performance on 2020-21 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	18%	105	NA	NA
7	33%	123	32%	121
8	35%	126	38%	122
All	29%	354	35%	243

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End of Year Growth on 2020-21 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	53%	105
7	75%	123
8	83%	126
All	71%	354

ADDITIONAL CONTEXT AND EVIDENCE

Compared to prior years, our scholars achieved less growth on the NWEA and i-Ready assessment this year. A couple of factors contributed to the lack of growth in 2020-2021. One of the factors was that many of our scholars struggled with online learning.

Another factor was the lack of participation and lack of motivation around taking the NWEA and i-Ready assessments. At the beginning of the year we struggled to get 100% of our scholars to take the pre-test. As a result, some of our cohort averages were lower later in the year when scholars took their first diagnostic months after the school year started. We also saw a decline in motivation due to taking the exams online at home. When scholars took the exams in the building, we could motivate scholars to put 100% effort into their assessments. We could also monitor scholars and ensure that the results were valid. To address some of these concerns, we modified the i-Ready assessment schedule and began testing scholars on Fridays to ensure that scholars could complete the exams in a single day. We also instituted better proctoring measures on Zoom and allowed some scholars to test in person for the final post-test.

In this section, tables are provided to show MAP and i-Ready assessment results by grade level and subgroup. Our high school only had 9 grade scholars in the 2020-2021 school year, and no scholars participate in the English Regents exam. We have included the analysis of 9 grade results in this section since our only reporting for English Language Arts was from the i-Ready assessment that scholars also took in grades 6 – 8 .

NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Language Arts				
Fall 2019 RIT	207	212	218	212
Fall 2020 RIT	201	208	214	208
Winter 2020 RIT	202	210	211	208
Spring 2021 RIT	206	210	216	211
RIT Score Growth	5	2	3	3
MAP Projected Growth	205	212	217	211

Our school saw similar amounts of Language Arts growth in all three grades from fall to spring. Our scholars met the MAP projected growth goal in 6 grade and came close to meeting the goals in 7 and 8 grade. The next table shows Language Arts results for specific sub groups compared to our whole school population. Our whole school was able to meet the MAP

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projected growth goals, but we fell short of the goal for students with disabilities and English Language Learners.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Language Arts			
Fall 2019 RIT	212		
Fall 2020 RIT	208	193	197
Winter 2020 RIT	208		
Spring 2021 RIT	211	196	198
RIT Score Growth	3	3	1
MAP Projected Growth	211	198	201

i-Ready Results

At the start of the 2020-2021 school year, 57% of our scholars were testing two or more grade levels behind on the i-Ready Reading assessment. By the end of the year 52% of scholars were testing two or more grade levels behind. At the beginning of the year only 22% of our scholars were testing on grade level, and at the end of the year that number was 30% of scholars. This year we saw less progress for our scholars in meeting their i-Ready growth goals than in any year prior. We attribute this to lack of in-person instruction, difficulties transitioning our ELA program to virtual instruction, a lack of participation in novel study during classes, and a lack of independent reading happening outside of class. In addition to these factors, we also believe that our ELA academic program needed adjustments to rigor level and cohesiveness across all three grade levels. The adjustments to the class and curriculum are explain in the Action Plan section.

One additional factor in our results that is unrelated to our academic program was scholar participation in the assessments. We assess scholars on i-Ready every six to eight weeks to adjust our intervention groups and supports. Throughout the year we saw varying levels of participation, with our lowest levels occurring at the start of the year. This factor makes our beginning of year data unreliable in some cases because it does not fully capture all scholars in each grade.

The table below shows the overall i-Ready Reading assessment results for grades 6 - 9 grade.

Reading	Whole Network ELL			Whole Network IEP			Whole Network		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	497.02	505.89	8.87	522.14	529.99	7.85	563.11	574.86	11.75
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	1	1	1	16	15
On Level	0	3	3	5	8	3	94	136	42
1 Level Below	4	3	-1	9	8	-1	100	86	-14
2 or More Levels Below	51	49	-2	79	84	5	282	258	-24

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The table below show the overall i-Ready Reading assessment results for scholars in individual grades and the entire middle school.

Reading	Grade 6			Grade 7			Grade 8			Whole School		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	535.40	539.63	4.23	555.76	560.98	5.22	576.76	586.50	9.74	563.11	574.86	11.75
Diagnostic: Overall Relative Placement (Most Recent) - Count												
Above Level	0	2	2	0	3	3	1	5	4	1	16	15
On Level	14	18	4	27	39	12	34	42	8	94	136	42
1 Level Below	20	23	3	21	15	-6	23	18	-5	100	86	-14
2 or More Levels Below	71	65	-6	75	70	-5	68	69	1	282	258	-24

The table below show the overall i-Ready Reading assessment results for scholars in 9 grade, comparing the scores of our entire student population to the scores of our populations of students with disabilities and English Language Learners. Our 9 grade scholars overall, saw higher growth results than any other grade this year, beginning the year with 16% on grade level and finishing with 34% on grade level. Our English Language Learners represent a smaller population at our high school which therefore explains why more growth was seen at 9 grade than in any other grade. Our students with disabilities achieved far less growth that our whole grade population, similar to the results we saw with our 6 8 grades.

Reading	Grade 9 ELL			Grade 9 IEP			Grade 9		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	513.22	543.33	30.11	557.21	566.57	9.36	584.37	610.70	26.33
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	0	0	0	6	6
On Level	0	0	0	2	2	0	19	37	18
1 Level Below	1	1	0	2	2	0	36	30	-6
2 or More Levels Below	8	8	0	15	17	2	68	54	-14

The table below shows i-Ready results for our middle school population compared to students with disabilities and our English Language Learners. Our students with disabilities achieved less growth than our whole school population, similar to what we saw in our NWEA MAP results. The data showed more growth for our English Language Learners, which was a change from years prior.

Reading	Whole School			ELL			SPED		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	563.11	574.86	11.75	497.02	505.89	8.87	522.14	529.99	7.85
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	1	16	15	0	0	0	0	1	1
On Level	94	136	42	0	3	3	5	8	3
1 Level Below	100	86	-14	4	3	-1	9	8	-1
2 or More Levels Below	282	258	-24	51	49	-2	79	84	5

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the 2020-2021 school year, our school did not meet any of the measures for success on the NWEA MAP or i-Ready goals. These results were not consistent with our record in previous years and were due to a variety of contributing factors related to remote learning, lack of participation/motivation in remote testing, and an inability to effectively transition our curriculum and practices to a virtual setting.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Our scholars showed growth in every grade and as a whole school met the MAP projected growth goal for Language Arts, however, the growth that was achieved was not at the same level as we have seen in prior years. As a result, our school has made drastic changes for the upcoming year to rebuild our school's program and ensure that our results in the 2021-2022 school year are much stronger.

Our focus areas for the upcoming school year are to ensure that our students with disabilities achieve similar growth results to our whole school population and that all grades achieve higher growth that matches our results in previous years.

This school year we have adjusted our learning program to provide all scholars with in-person instruction and no remote option. We are revamping our ELA curriculum by aligning all three middle school grades to the same instructional strategies utilizing the Notice and Note reading strategies as an anchor for our program. At the high school level, we are returning our instruction to a model that centers around whole novels for the whole class to ensure that scholars are reading rigorous texts throughout the year.

Our intervention programs at both schools will be based on frequent i-Ready assessment results. At the middle school, scholars will be split into differentiated groups and receive small group instruction twice a week in reading. At the high school, scholars have been identified to take Reading Support classes in the place of some electives to provide extra support to our lowest readers. At both schools, our Deans of Student Supports are working to ensure that our Special Education program is returning to the strategies that made it successful prior to March 2020.

Finally, both schools will have a goal of 100% participation in all testing at the start of the school year to ensure reliable data from the beginning.

ACTION PLAN

Based on the results of the NWEA MAP and i-Ready assessments, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, data analysis, special population supports, and independent reading program innovations.

Intervention

At the middle school, we have returned to our use of an intervention program that differentiates based on student assessment results. Rather than having scholars work independently as they were during remote learning, our scholars will be placed in small groups with a lead instructor who will deliver intervention instruction on targeted skills. Reading Intervention will occur two to four days a week depending on the scholar's needs. Scholars will receive a variety of supports ranging from guided reading four days a week, SETSS services in Reading, novel study, nonfiction text analysis, and other differentiated practices.

In addition to the above changes, we are also completely replacing our Theater elective class with a Reading Intervention course. The course will use the Wilson Reading Program, Just Words, to provide additional support to our lowest readers two to three times a week. All 6 grade scholars will take this course, in addition to our two ICT cohorts in 7 and 8 grades.

At the high school level, select scholars will take a Reading Support class in place of an elective to provide additional reading instruction to our lowest readers.

Curriculum

In order to ensure that we have stronger ELA results in the upcoming school year, we have made significant changes to our curriculum to ensure that we have cohesive lesson formats and text analysis strategies across the middle school. This year all middle school grades will use the Notice and Note reading strategies to analyze fiction and nonfiction texts. All grades will also have a common lesson plan format that includes a standards-aligned objective, word study, annotation focus for the novel study using the Notice and Note strategies, a variety of multiple choice and open-ended text analysis questions aligned to the New York State ELA standards, and a daily exit ticket that will be used to analyze student mastery daily. Our curriculum has also been modified to include a separate scope and sequence for ICT and non-ICT courses to ensure a higher level of differentiated instruction based on scholar reading levels. Both curriculums include a Unit 0 that will provide teachers with opportunities to ease scholars back into in-person instruction and remediate skills from the previous year. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year.

At the high school level, our English classes will return to using whole class novels and whole class non-fiction texts for instruction instead of smaller texts. This will ensure that the rigor level in classes is more aligned to preparing scholars for college level courses.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracker across all grade levels so that coaches are able to support teachers with data analysis weekly and provide comparison to other grade levels and classes. We have standardized this process as a school and are asking that teachers use a common method for collecting and analyzing data. We are confident that this process will help us have a better understanding throughout the year on scholars' strengths and weaknesses.

Special Population Supports

To ensure that our school provides more support to our English Language Learners and student with disabilities, we have restructured the supports and curriculum that we use to support scholars. We have three ENL Specialists who provide support across grades 6 – 10 . Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT, including push-in support in History and Composition classes, after school tutoring, small group intervention support, and differentiated materials in other core classes. Our scholars with disabilities will benefit from having additional support staff in both schools for the upcoming year. At the 6 and 7 grades, a paraprofessional will be added to all ICT classes to provide more support in all ELA classes. At the high school, additional ELA teachers and Special Education teachers were hired to provide smaller class sizes and more Reading Support and SETSS classes.

Independent Reading Program

In the 2021-2022 school year, we will reinstate our independent reading program where we provide comprehensive libraries to scholars where they can check out books throughout the year. At the middle school, there is designated time in the schedule to read independently. At both the middle and high school scholars receive grades in English Language Arts based on the number of words they have read and books they have completed throughout the year. One of the greatest determinations of strong reading growth is reading complex texts more frequently.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Our goal is to ensure that scholars build a habit for independent reading similar to what they had prior to March 2020.

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the i-Ready and NWEA MAP assessments. We look forward to seeing strong improvement over the next year.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	0	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

³ Based on the highest score for each student on the English Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school demonstrates the effectiveness of its English Language Arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	0	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

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SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the English Regents Exam in 10th grade. Analysis of 9th grade ELA results can be found in the Elementary English Language Arts section.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

Students will be proficient in Mathematics.

BACKGROUND

Our mathematics program offers scholars 100 minutes of math each day, split into two classes. One of those classes addresses problem solving skills and the other class addresses procedural, computational skills. Both classes cover the same standards in the same sequence but with different questions and lesson plans. Our teachers use lesson plans and curriculum materials from established charter schools in New York City. The lessons and unit plans are adapted to fit the needs of our scholars, based on the levels of the scholars in each class. Lesson plans are reviewed and given feedback weekly to ensure a high quality. In 6 grade Math students learned content involving ratios and proportions, expressions and functions, geometry, statistics and probability, and the basic number system. The course backwards-planned from the CCSS 6 Grade Math standards. More specifically, the class included the following concepts: compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations; analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area, and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects. In 7 grade math, students learned content involving read, write, and compare rational numbers in scientific notation; convert fractions to decimals/percent's; differentiate between rational/irrational numbers; apply exponents, powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean Theorem; use mathematical reasoning; problem solve; solve real-life mathematical problems using algebraic expressions and equations; beginning understanding of algebraic/geometric relationships including angle measurement, area, and formulas; congruence and similarity using physical models; foundational knowledge of volume and formulas for finding the volume of cones, cylinders, and spheres. In 8 grade math, student learned content involving Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; work with radical and integer exponents; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular line and how slope are related; construct scatter plots and analyze the relationship between to quantities; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.

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At each grade level, two of our math cohorts received ICT instruction and two of our math cohorts did not. The ICT cohort used a parallel teaching model to ensure appropriate differentiation for the various skill levels in the class.

During the 2020-2021 school year, scholars were given the option of hybrid or remote learning for the first trimester. The remainder of the year was fully remote for all scholars. Our teachers provided scholars with quality mathematics instruction through the use of live, synchronous, Zoom lessons and electronic materials. Our scholars continued to participate in math instruction through these daily lessons. Scholars received math intervention twice a week, but the majority of this was independent work due to concerns over excessive screen time.

METHOD

The school administered the nationally normed NWEA MAP assessment in Mathematics to scholars during the 2020-2021 school year. Scholars were given the pre-test in September, a midyear test in January, and post-test in May.

The school also administered the i-Ready assessment in Mathematics to scholars throughout the 2020-2021 school year. The test was used to monitor student growth. Scholars took the first diagnostic test in September, followed by diagnostic tests every six weeks until the final assessment in June.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: NWEA MAP

RESULTS AND EVALUATION

The results and evaluation section includes data from the NWEA and i-Ready assessments. The summary tables for NWEA include data from only our 6 – 8 grades. The summary tables for i-Ready include data on scholars in grades 6 – 8 .

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

NWEA

The table below represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. In all measures, the school failed to meet the growth goals.

2020-21 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 ^d through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	364	54	Yes
Measure 2: Each year, the school's median growth percentile of all 3 ^d through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	364	60	Yes
Measure 3: Each year, the median growth percentile of 3 ^d through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 ^d through 8 th grade general education students at the school.	Students with disabilities	54	83	31	No
Measure 4: Each year, 75% of 3 ^d through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁴	2+ students	75%	243	63%	No

For Measure 1, our scholars median growth percentile was 54, exceeding our target by 4 percentile points. The second table below breaks down the median growth percentile by grade. Our 8th grade scholars performed stronger than the other two grades and our 7th grade scholars performed significantly lower than the other two grades. This school year we saw lower growth rates on the MAP assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality math instruction. Our scholars are used to a traditional model of paper and pencil for math practice and moving this practice to a virtual platform created some challenges for teachers and students. One strength in our math curriculum planning was our prioritization of specific skills and standards. After moving our instruction to fully remote, our Math teachers, with support of our instructional coaches,

⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

adapted the curriculum to prioritize the most important standards. By narrowing our focus and providing more time on critical math concepts, we were able to achieve our target growth in math. We have used a similar practice in preparing for next year that we describe in our action plan.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 60, exceeding our target by five percent. The results in this area are attributed to our teacher's ability to prioritize specific standards and scholars. As mentioned above, the math teachers adapted their scope and sequence to prioritize specific skills rather than attempt to teach all of the content for their grade level. The narrowed focus resulted in a higher level of mastery on the most critical standards for each grade level. In addition to the prioritized standards, our teachers also focused on specific scholars using our data from the fall and winter MAP results. After each MAP assessment, our school provides the data to the teachers and asks that they perform analysis on the data to identify scholars that require additional support. This analysis proves to be successful each year in helping our teachers differentiate instruction and provide more individualized support to scholars who are underperforming at the start of the year. In the 2020-2021 school year, lack of access to all scholars made it more difficult for teachers to reach all scholars in this target area, however, our math results remained strong.

For Measure 3, the median growth percentile for our students with disabilities was 31, missing the target percentile by 23 percentile points. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT Math courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of modifications and support online as they were in person resulting in low growth across all three grades. Many of our specially designed instructional strategies for mathematics were difficult to implement online. Our scholars also struggled to complete math practice in an online format without the traditional paper and pencil methods. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough to meet our target, and we were not able to provide seats to all scholars with disabilities. Our ICT Math classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 63% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Mathematics. These results fell short of our target by about 12%. When scholars enter our school in 6th grade, the average percentile is around 35. This means that the average scholar is performing close to 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our intervention program is designed to support scholars twice a week with additional, differentiated math instructional support. Scholars are placed into small groups for 6-week

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program.

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁵	Number Tested	Percent Proficient	Number Tested
6	15%	107	NA	NA
7	29%	127	27%	121
8	27%	130	28%	122
All	24%	364	28%	243

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	53	107
7	49	127
8	60	130
All	54	364

⁵ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

I-READY

The table below represents growth results in a series of measures comparing the first i-Ready diagnostic assessment in September to the final i-Ready assessment in June. In three of the four measures, the school failed to meet the growth goals. The school met the first growth measure.

2020-21 i-Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 ^d through 8 th grade students will be equal to or greater than 100%.	All students	100%	353	100%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 ^d through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	186	66%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 ^d through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 ^d through 8 th grade general education students at the school.	Students with disabilities	100%	79	54%	No
Measure 4: Each year, 75% of 3 ^d through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	243	35%	No

For Measure 1, our scholars median percent progress to Annual Typical Growth was 100% meeting our target. The second table below breaks down the median percent progress by grade. Our 8th grade scholars were the major contributor to our school meeting our goal this year. Our 7th grade scholars were only 8% away from our goal, and our 6th grade scholars struggled to make as much progress as our other two grades. While we saw more success in mathematics than we did in Reading, this school year we saw lower growth rates on the i-Ready assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality math instruction. Our teachers worked to move instruction to online platforms that provides scholars with the ability to complete math practice without the traditional use of pencil and paper, however, many struggled to retain concepts in the same way they have during in-person instruction. We also noticed a discrepancy in the number of scholars who took the exam at various times throughout the year. Motivation and participation in our i-Ready assessments showed a large decline this school year due to remote testing.

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For Measure 2, the median percent progress to Annual Typical Growth for our scholars performing two or more grade levels below grade level was 66%, falling short of our target of 110%. The results in this area are attributed to not being able to fully differentiate our instruction and provide more support to our scholars with the lowest level of math skills this school year. As mentioned earlier, our scholars performing two or more grade levels behind struggled to access online learning and as a result showed much lower growth results.

For Measure 3, the median percent progress for our students with disabilities was 54, compared with our general education populations 100%. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT Mathematics courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of specially designed instruction and support online as they were in person resulting in low growth across all three grades. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough and we were not able to provide seats to all scholars with disabilities. Our ICT Math classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 35% of our scholars in at least their second year scored mid on-grade level or above in Reading. These results fell short of our target by 40%. When scholars enter our school in 6th grade, they are on average three or more grade levels behind. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our math intervention program is designed to support scholars twice a week with additional, differentiated math skills instructional support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program. This upcoming school year we look forward to returning our math intervention program to in-person instruction so we can provide more differentiated support for our scholars.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2020-21 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	20%	105	N/A	N/A
7	31%	122	31%	121
8	37%	126	39%	122
All	30%	353	35%	243

End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	64%	105
7	92%	122
8	153%	126
All	100%	353

ADDITIONAL EVIDENCE

Compared to prior years, our scholars achieved less growth on the NWEA and i-Ready assessment this year. A couple of factors contributed to the lack of growth in 2020-2021. One of the factors was that many of our scholars struggled with online learning.

Another factor was the lack of participation and lack of motivation around taking the NWEA and i-Ready assessments. At the beginning of the year we struggled to get 100% of our scholars to take the pre-test. As a result, some of our cohort averages were lower later in the year when scholars took their first diagnostic months after the school year started. We also saw a decline in motivation due to taking the exams online at home. When scholars took the exams in the building, we could motivate scholars to put 100% effort into their assessments. We could also monitor scholars and ensure that the results were valid. To address some of these concerns, we modified the i-Ready assessment schedule and began testing scholars on Fridays to ensure that scholars could complete the exams in a single day. We also instituted better proctoring measures on Zoom and allowed some scholars to test in person for the final post-test.

In this section, tables are provided to show MAP and i-Ready assessment results by grade level and subgroup. Our high school only had 9 grade scholars in the 2020-2021 school year, and only one scholar participated in a Math Regents Exam. We have included the analysis of 9 grade results in this section since our only reporting for Mathematics was from the i-Ready assessment that scholars also took in grades 6 - 8 .

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NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Mathematics				
Fall 2019 RIT	207	219	228	218
Fall 2020 RIT	203	213	223	213
Winter 2020 RIT	209	217	222	216
Spring 2021 RIT	212	220	230	221
RIT Score Growth	8	8	7	7
MAP Projected Goal	208	217	227	217

Our school saw similar amounts of Mathematics growth in all three grades from fall to spring. Our scholars met the MAP projected growth goal in 6 grade and came close to meeting the goals in all three grades. The next table shows Mathematics results for specific sub groups compared to our whole school population. Our whole school and the English Language Learners subgroup were able to exceed the MAP projected growth goals. Our English Language Learners achieved higher growth in Mathematics than in Language Arts this school year. We attribute this to being able to provide more support in math to our ELLs than in our ELA courses. The language barrier caused scholars to struggle more in ELA than in their math courses. Our students with disabilities met the MAP projected growth goal, achieving similar growth compared to our general education population, which was not a trend we saw in ELA results.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Mathematics			
Fall 2019 RIT	218		
Fall 2020 RIT	213	197	203
Winter 2020 RIT	216		
Spring 2021 RIT	221	207	207
RIT Score Growth	7	10	4
MAP Projected Goal	217	201	207

i-Ready Results

At the start of the 2020-2021 school year, 48% of our scholars were testing two or more grade levels behind on the i-Ready Math assessment. By the end of the year 45% of scholars were testing two or more grade levels behind. At the beginning of the year only 25% of our scholars were testing on grade level, and at the end of the year that number was 36% of scholars. This year we saw less progress for our scholars in meeting their i-Ready growth goals than in any year prior. We attribute this to lack of in-person instruction, difficulties transitioning our mathematics program to virtual instruction, a lack of participation in virtual classes, and a difficulty adjusting to math practice online. In addition to these factors, we also believe that our Math academic program needed adjustments to the curriculum across all three grade levels to ensure that each grade level is focused on necessary standards aligned to the New York State Common Core. The adjustments to the class and curriculum are explain in the Action Plan section.

One additional factor in our results that is unrelated to our academic program was scholar participation in the assessments. We assess scholars on i-Ready every six to eight weeks to adjust our intervention groups and supports. Throughout the year we saw varying levels of

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

participation, with our lowest levels occurring at the start of the year. This factor makes our beginning of year data unreliable in some cases because it does not fully capture all scholars in each grade.

The table below shows the overall i-Ready Math assessment results for grades 6 – 9 grade.

Math	Whole Network ELL			Whole Network IEP			Whole Network		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	443.13	447.43	4.31	449.23	457.89	8.66	479.50	487.89	8.40
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	0	0	0	4	4
On Level	3	5	2	10	12	2	104	159	55
1 Level Below	4	6	2	7	16	9	99	108	9
2 or More Levels Below	40	42	2	62	65	3	216	206	-10

The table below show the overall i-Ready Math assessment results for scholars in individual grades and the entire middle school.

Math	Grade 6			Grade 7			Grade 8			Whole School		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	456.46	463.36	6.90	468.50	477.92	9.42	487.91	497.88	9.98	478.64	486.36	7.72
Diagnostic: Overall Relative Placement (Most Recent) - Count												
Above Level	0	1	1	0	0	0	0	2	2	0	3	3
On Level	10	19	9	16	37	21	26	38	12	94	154	60
1 Level Below	30	35	5	26	27	1	27	29	2	94	104	10
2 or More Levels Below	52	49	-3	58	56	-2	53	57	4	201	212	11

The table below show the overall i-Ready Math assessment results for scholars in 9 grade, comparing the scores of our entire student population to the scores of our populations of students with disabilities and English Language Learners. Our 9 grade scholars overall, saw similar growth results to other grades this year, beginning the year with 45% on grade level and finishing with 53% on grade level. Our English Language Learners represent a smaller population at our high school which therefore explains why more growth was seen at 9 grade than in any other grade. Our students with disabilities achieved more growth than our whole grade population, which was a trend we saw overall in Math i-Ready results. We attribute this to the implementation of Math Support classes in place of electives at our high school and mandatory office hours for scholars. Our students with disabilities benefitted from both of these programs and saw higher growth as a result.

Math	Grade 9 ELL			Grade 9 IEP			Grade 9		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	477.78	500.22	22.44	478.95	493.68	14.74	502.36	510.58	8.23
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	0	0	0	1	1
On Level	1	1	0	4	5	1	52	65	13
1 Level Below	0	0	0	1	3	2	16	17	1
2 or More Levels Below	8	8	0	13	12	-1	53	44	-9

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The table below shows i-Ready results for our middle school population compared to students with disabilities and our English Language Learners. Our students with disabilities achieved more growth than our whole school population. The data showed similar growth for our English Language Learners to our general education population.

Math	Whole School			ELL			SPED		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	478.64	486.36	7.72	440.50	448.05	7.55	442.93	453.60	10.67
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	3	3	0	0	0	0	0	0
On Level	94	154	60	2	4	2	6	7	1
1 Level Below	94	104	10	4	6	2	6	13	7
2 or More Levels Below	201	212	11	32	34	2	49	53	4

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the 2020-2021 school year, our school met two of the measures for success on the NWEA MAP and one measure of success on the i-Ready Assessment. While we were pleased to see greater success in math, these results were not consistent with our record in previous years and were due to a variety of contributing factors related to remote learning, lack of participation/motivation in remote testing, and an inability to effectively transition our curriculum and practices to a virtual setting.

Our scholars showed growth in every grade and as a whole school met the MAP projected growth goal for Mathematics, however, the growth that was achieved was not at the same level as we have seen in prior years. As a result, our school has made drastic changes for the upcoming year to rebuild our school's program and ensure that our results in the 2021-2022 school year are much stronger.

Our focus areas for the upcoming school year are to ensure that our students with disabilities achieve similar growth results to our whole school population and that all grades achieve higher growth that matches our results in previous years, especially our scholars who will have attended Legacy College Prep for more than one year.

This school year we have adjusted our learning program to provide all scholars with in-person instruction and no remote option. We are revamping our Math curriculum by narrowing the focus of our ICT course scope and sequence at each grade level. We believe that a narrowed focus will help our teachers prioritize the major work of each grade level and ensure that scholars succeed in mastering those standards. At the high school level, we are returning our instruction to a model that centers around conceptual understanding of math concepts. This will help scholars use critical thinking skills in class and show higher retention of the material.

Our intervention programs at both schools will be based on frequent i-Ready assessment results. At the middle school, scholars will be split into differentiated groups and receive small group instruction twice a week in math. At the high school, scholars have been identified to take Math Support classes in the place of some electives to provide extra support to our scholars performing significantly below grade level in math. At both schools, our Deans of Student Supports are working to ensure that our Special Education program is returning to the strategies that made it successful prior to March 2020.

Finally, both schools will have a goal of 100% participation in all testing at the start of the school year to ensure reliable data from the beginning.

ACTION PLAN

Based on the results of the NWEA MAP assessment and the i-Ready math assessment, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, and data analysis.

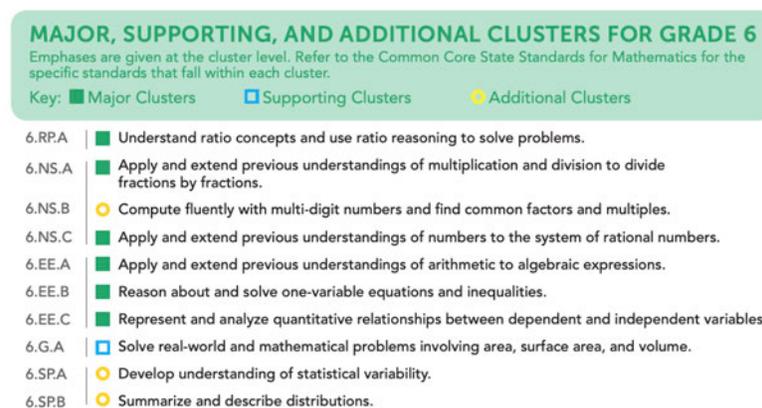
Intervention

We will start the year with a rigorous intervention program for Math that occurs two days a week. Rather than having scholars work independently as they were during remote learning, our scholars will be placed in small groups with a lead instructor who will deliver intervention instruction on targeted skills. The program is adapted to meet individual scholars' needs and will return to in-person instruction this school year. Scholars receive a variety of supports ranging from small group targeted review, SETSS services in Math, and math extension exercises for our scholars performing on or above grade level. At the high school level, select scholars will take a Math Support class in place of an elective to provide additional math instruction to our scholars performing more than two grade levels behind.

Curriculum

In order to ensure that we have stronger results in the upcoming school year, we have made significant changes to our curriculum and to the way that we analyze student data. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year. Our curriculum has been modified to include a separate scope and sequence for ICT and non-ICT courses. The goal is to prioritize mastery of the major clusters for each grade level for our scholars with disabilities and scholars who enter a grade performing two or more grade levels below. The narrowed focus will align to teaching the major clusters for each grade level, and only cover some of the supporting clusters and additional clusters. **Figure D1a.1** is an example of the 6th grade standards broken into major, supporting, and additional clusters. Scholars in ICT courses will spend more time on the major clusters and less time on additional and supporting clusters.

Figure D1a.1 Major, Supporting, and Additional Clusters for 6th Grade Math



In addition to the changes above, all grades also have a Unit 0 that was added to the curriculum to give teachers time to ease scholars back into in-person instruction and remediate skills that scholars are lacking from prior grades.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket assessment tracking system across all three grade levels. The daily exit ticket assessments will be aligned to the Common Core State Standards and will assess scholars at the rigor level of the State exam. Our teachers will analyze the data in a consistent way through weekly check-ins with their instructional coaches. We have standardized this process as a school and are asking that teachers use this common method for collecting and analyzing data. Teachers are going to continue utilizing the program GoFormative to make collecting and analyzing quiz and unit assessment data simpler and more effective. We are confident that this process will help us have a better understanding throughout the year on scholars' strengths and weaknesses.

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the i-Ready and NWEA MAP assessments. We look forward to seeing strong improvement over the next year.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among
Students
Who Were Not Proficient in the 8 Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0		N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Analysis of 9th Mathematics section.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Students will be proficient in science.

BACKGROUND

In Science scholars focus on a mixture of Physical Science, Life Science, and Earth Science in 6 , 7 , and 8 grades. Beginning last school year, we also had two cohorts of 8 graders take the Living Environment Regents course. The courses included the following concepts and skills: Understand how topography is reshaped by weathering of rock/soil and transportation/deposition of sediment; explain meaning of radiation, convection, conduction; recognize/describe that currents in air/ocean distribute heat energy; investigate/describe how pollutants can affect weather/atmosphere; discuss how plate tectonics explain important features of Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy/nutrients among themselves and with environment; formulate testable hypothesis; design/conduct an experiment specifying variables to be changed, controlled, measured; draw conclusions based on data/evidence presented in tables/graphs; make inferences on patterns/trends; explain daily, monthly, and seasonal changes on earth; explain how the atmosphere, hydrosphere, and lithosphere interact, evolve, and change; describe volcano and earthquake patterns, the rock cycle, and weather and climate changes. All courses backwards plan using the Next Generation Science Standards. Our teachers use curriculum materials, including lesson plans and unit plans, from an established New York City charter school. The materials are adapted to meet the needs of our scholars based on their prior knowledge upon entering our school.

Each year, scholars are assessed using internal trimester interim exams aligned to the 8 grade state science exam and the NWEA MAP Science assessment.

During the 2020-2021 school year, scholars were given the option of hybrid or remote learning for the first trimester. The remainder of the year was fully remote for all scholars. Our teachers provided scholars with quality science instruction through the use of live, synchronous, Zoom lessons and electronic materials. Our scholars continued to participate in rigorous science instruction through these daily lessons.

METHOD

The school administered the nationally normed NWEA MAP assessment in Science to scholars during the 2020-2021 school year. Scholars were given the pre-test in September, a midyear test in January, and post-test in May.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Compared to prior years, our scholars achieved less growth on the NWEA assessment this year. A couple of factors contributed to the lack of growth in 2020-2021. One of the factors was that many of our scholars struggled with online learning. Our instructors also struggled to transition our curriculum to an online learning platform.

Another factor was the lack of participation and lack of motivation around taking the NWEA assessments. At the beginning of the year we struggled to get 100% of our scholars to take the pre-test. As a result, some of our cohort averages were lower later in the year when scholars took their first diagnostic months after the school year started. We also saw a decline in motivation due to taking the exams online at home. When scholars took the exams in the building, we could motivate scholars to put 100% effort into their assessments. We could also monitor scholars and ensure that the results were valid. To address some of these concerns, we modified the assessment schedule, instituted better proctoring measures on Zoom and allowed some scholars to test in person for the final post-test.

In this section, tables are provided to show MAP assessment results by grade level and subgroup.

NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Science				
Fall 2019 RIT	198	205	210	204
Fall 2020 RIT	196	202	206	201
Winter 2020 RIT	198	197	201	198
Spring 2021 RIT	200	205	210	205
RIT Score Growth	3	4	4	4
MAP Projected Goal	201	205	209	205

Our school saw similar amounts of Science growth in all three grades from fall to spring. Our scholars met the MAP projected growth goal in 7 and 8 grade and came close to meeting the goal in 6 grade. The next table shows Science results for specific sub groups compared to our whole school population. Our whole school was able to meet the MAP projected growth goals, but we fell short of the goal for students with disabilities and English Language Learners.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Science			
Fall 2019 RIT	204		
Fall 2020 RIT	201	191	195
Winter 2020 RIT	198		
Spring 2021 RIT	205	194	196
RIT Score Growth	4	3	1
MAP Projected Goal	205	196	199

ADDITIONAL CONTEXT AND EVIDENCE

The 2019-2020 school year was the first year that we have had 8 grade classes. We have not been able to facilitate a New York State 8 Grade Science Exam to our full eligible population and therefore do not have any prior year data to compare to.

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

In the 2020-2021 school year, our school set goals for the NWEA MAP assessments to meet our MAP projected growth goals for each grade. We met our goals in two out of the three grades. Our 6 graders struggled to meet their goal due to adjusting to online instruction in a new school.

Our science curriculum was modified this year to transition to online learning. We saw some success but overall many scholars struggled with remote science instruction.

ACTION PLAN

Based on the results of the NWEA MAP science assessment, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, and data analysis.

Curriculum

In order to ensure that we have stronger results in the upcoming school year, we have made significant changes to our curriculum and to the way that we analyze student data. We are confident that with these changes, we will see our school achieve stronger results in the next school year. Our curriculum has been modified to include a more straightforward approach to teaching the content across three grades. In previous years, the curriculum has not connected well from grade to grade, and the new changes allow us to build a foundation in 6 grade that our 7 and 8 grade teacher can build upon. The lessons themselves follow a more traditional plan of teacher modeling, guided practice, and independent practice, which we feel will help with retention of information. Our teachers have also be able to do more in-person experiments and models to illustrate the concepts they are teaching this year.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracking system across all three grade levels. The daily exit ticket assessments will be aligned to the Next Generation Science Standards and will assess scholars at the rigor level of the 8 grade state test. Our teachers will analyze the data in weekly check-ins with their instructional coaches. We have standardized this process as a school and are asking that teachers use this common method for collecting and analyzing data. We are confident that this process will help us have a better understanding throughout the year on scholars' strengths and weaknesses.

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the NWEA MAP assessments. We look forward to seeing strong improvement over the next year.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

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METHOD

New York State schools administer multiple high school science assessments; current Regents exams are Living Environment, Earth Science, Chemistry and Physics. The school administered the Living Environment and Chemistry exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

⁶ Based on the highest score for each student on any science Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Scholars will be proficient in Social Studies.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Global History Regents Exam in 10th grade.

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Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Global History Regents Exam in 10th grade.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

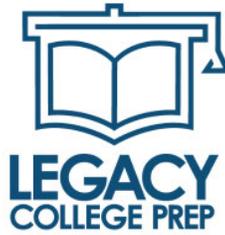
Under the state accountability system, our school met the ESSA requirements. In the 2018-2019 school year, our school had an MIP of 143, exceeding the required MIP of 103.

ADDITIONAL EVIDENCE

Our school has consistently met the ESSA requirements each year that we have been open.

Accountability Status by Year

Year	Status
2018-19	Met
2019-20	Met
2020-21	Met



**Legacy College Preparatory
Charter School**

**2020-21 ACCOUNTABILITY PLAN
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

August 16, 2021

By Summer Schneider, Executive Director

400 E 145th St. Bronx, NY 10454
332 E 149th St. Bronx, NY 10451

347-746-1558

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Executive Director, Summer Schneider, prepared this 2020-21 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position	
	Office (e.g. chair, treasurer, secretary)	Committees (e.g. finance, executive)
David Camputo	Board Chair	Governance
Nikki Ho-Shing	Vice Chair	Governance
David Borsack	Secretary	Finance
Hillary Swiggett	Fund Development Committee Chair	Fund Development
Jared Parker	Treasurer; Finance Committee Chair	Finance
Someera Khokar	Trustee	Fund Development
John Sanchez	Trustee	Academic Achievement
Patricia Virella	Academic Achievement Committee Chair	Academic Achievement
Tyrone Washington	Trustee	Finance
Michael Rakiter	Trustee	Finance
Ryan Brand	Trustee	Governance

Summer Schneider served as the Principal from October 2016 to March 2021. She has served as Executive Director since March 2021.

SCHOOL OVERVIEW

Legacy College Preparatory Charter (“Legacy College Prep”) is a college preparatory charter school serving students in grades 6 – 12, 6 – 10 in the 2020-2021 school year. We believe that all students regardless of race, background, or socioeconomic status can excel at high levels achieving mastery of state standards, scoring competitively on college entrance exams, and earning acceptance to four-year universities. Our school incorporates high behavioral and academic expectations to ensure we are developing scholars to have strong character through the formation of successful habits. Our belief is that these habits are vital to a student’s ability to establish a strong foundation in middle school, achieve success within high school, and gain access to and graduate from the college or university of their choice.

Our school vision is driven by three core beliefs:

1. Rigorous instruction educates students to attend and graduate from college.
2. Values-based character development prepares students for school and life success.
3. Ambitious goals drive college readiness and the pursuit of professional aspirations.

These beliefs directly inform our vision and all elements of our school design.

In our founding years, we have served a population of which over 90% are considered economically disadvantaged. We serve a student population where 20% of scholars have disabilities and 10% of scholars are English Language Learners.

We focus heavily on literacy and mathematics in the middle school grades in order to ensure that students are performing on or above grade level before they enter high school. At the high school level, we work to give scholars access to take rigorous AP courses and learn skills that will be necessary for success in college and/or their future careers.

In all grades, Legacy College Prep prepares students for college through rigorous curriculum and instruction aligned to the New York State P-12 Common Core Learning Standards and New York State Learning Standards. We develop students as insightful and analytical readers of fiction and non-fiction, evidence-based writers who can articulate ideas across multiple texts, and mathematicians who can explain their conceptual reasoning and succeed in advanced high school math study.

In addition to our emphasis on literacy and mathematics, Legacy College Prep prepares students for the larger world as well as for the changing demands of society and the economy. Students take physical education each year of middle school to develop healthy nutritional and exercise habits. Students take computer science in middle school and high school to gain exposure to and proficiency in computer skills that will help them be competitive for many of the jobs that will be available to them in the future.

At the start of the last school year, our school offered a hybrid and remote learning option to our middle school scholars. At the high school level, our scholars were better able to independently access the online courses so we offered a remote only option. In November 2020, with COVID-19 cases rising in the New York area, it became clear that we could not offer our hybrid model and meet the health and safety requirements. We pivoted to a fully remote instructional model for all grades through the rest of the school year. Our teachers provided daily video instruction to all scholars on Zoom using the same schedule we would have used in person. In March 2021, we began offering an in-person learning center to select scholars who were high need and would

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

benefit from having the structure of being inside the school building for instruction. The selected scholars came to the school building to participate in online learning from our learning center through the remainder of the school year.

During the school year, we continued to assess scholars using our quarterly and trimester interims, i-Ready, and the NWEA MAP assessment (for grades 6 – 8 only).

ENROLLMENT SUMMARY

School Enrollment by Grade Level and School Year														
School Year	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
2016-17	0	0	0	0	0	0	0	0	0	0	0	0	0	0
2017-18	0	0	0	0	0	0	128	0	0	0	0	0	0	128
2018-19	0	0	0	0	0	0	120	125	0	0	0	0	0	245
2019-20	0	0	0	0	0	0	122	128	130	0	0	0	0	380
2020-21	0	0	0	0	0	0	109	130	135	132	0	0	0	506

HIGH SCHOOL COHORTS

ACCOUNTABILITY COHORT

The state’s Accountability Cohort consists specifically of students who are in their fourth year of high school after entering the 9th grade. For example, the 2017 state Accountability Cohort consists of students who entered the 9th grade anywhere sometime during the 2017-18 school year, were enrolled in the school on the state’s annual enrollment-determination day (i.e., BEDS day) in the 2020-21 school year, and either remained in the school for the rest of the year or left for an acceptable reason. (See New York State Education Department’s SIRS Manual for more details about cohort eligibility and acceptable exit reasons:

<http://www.p12.nysed.gov/irs/sirs/ht>)

The following table indicates the number of students in the Accountability Cohorts who are in their fourth year of high school and were enrolled at the school on BEDS Day in October and remained in the school until June 30th of that year.

Fourth-Year High School Accountability Cohorts					
Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Enrolled on BEDS Day in October of the Cohort’s Fourth Year	Number Leaving During the School Year	Number in Accountability Cohort as of June 30 th
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

TOTAL COHORT FOR GRADUATION

Students are also included in the Total Cohort for Graduation (referred to as the Graduation Cohort, Total Graduation Cohort, or Total Cohort interchangeably throughout this report) based on the year they first enter the 9th grade. Students enrolled for at least one day in the school after entering the 9th grade are part of the school's Graduation Cohort. The school may remove students from the Graduation Cohort if the school has discharged those students for an acceptable reason listed in the SIRS manual, including the following: if they transfer to another public or private diploma-granting program with documentation, transfer to home schooling by a parent or guardian, transfer to another district or school, transfer by court order, leave the U.S., or are deceased.

Fourth Year Total Cohort for Graduation

Fourth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fourth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2015-16	2015	N/A	N/A	N/A
2019-20	2016-17	2016	N/A	N/A	N/A
2020-21	2017-18	2017	N/A	N/A	N/A

Fifth Year Total Cohort for Graduation

Fifth Year Cohort	Year Entered 9 th Grade Anywhere	Cohort Designation	Number of Students Graduated or Enrolled on June 30 th of the Cohort's Fifth Year (a)	Number of Students No Longer at the School Who Had Been Enrolled for at Least One Day Prior to Leaving the School and Who Were <u>Not</u> Discharged for an Acceptable Reason (b)	Total Graduation Cohort (a) + (b)
2018-19	2014-15	2014	N/A	N/A	N/A
2019-20	2015-16	2015	N/A	N/A	N/A
2020-21	2016-17	2016	N/A	N/A	N/A

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

PROMOTION POLICY

Legacy College Preparatory Charter School has rigorous promotional standards. It is not automatically assumed that a student will pass from one grade to the next: each student must earn promotion by demonstrating mastery of the essential knowledge and skills in his or her

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

current grade level. Students must take and pass all classes and meet attendance requirements to be considered for promotion to the next grade level.

Academic Promotion: Students must pass all classes to be considered for promotion. For the purposes of this policy, it is important to understand that attendance is considered a class. If students accrue 10 or more absences in a single school year, students have failed attendance. In all academic classes, any grade lower than a 70% is considered a failing grade.

Credit Requirements for Promotion: Students earn 1.0 credit for passing a year-long class, and half a credit (.5) for passing a semester-long class.

- To be promoted from 9 to 10 grade:
 - Students must have earned 4.0 credits.
- To be promoted from 10 to 11 grade:
 - Students must have earned a minimum of 10.0 credits.
 - Students must have at least 2.0 credits in Global History.
 - Students must have at least 2.0 credits in English.
- To be promoted from 11 to 12 grade:
 - Students must have earned a minimum of 15.0 credits.

Summer School: Students earning a failing grade of 70% in one or two classes or scored less than a 70 on one of the 5 major NYS Regents, but passed the course. A score of 70 on NYS Regents exams is required to receive a Legacy College Prep diploma are required to attend and pass Summer School. Summer School takes place over 10 school days during July. During this time, students review the subject area(s) in which they struggled and receive targeted interventions.

Summer School is one final opportunity for students to indicate readiness for the next grade level. Expectations for passing Summer School are rigorous. To pass Summer School, students must:

- Enroll on time and attend each day. Students who miss more than one (1) day of Summer School have failed Summer School. Tardy and incomplete day rules apply.
- Pass all Summer School classes.
- Earn no more than 8 demerits. All school rules apply during Summer School.

If a student required to attend Summer School fails to enroll in Summer School or to meet any one of the expectations above, that student will be automatically retained.

Automatic Retention: Students who earn a failing final grade in more than two classes will be automatically retained. Specific provisions of an Individual Education Plan (“IEP”) may amend promotion or retention criteria, on a case-by-case basis. Students who qualify for Automatic Retention are not required to attend Summer School.

Graduation Requirements: To earn a high school diploma from Legacy College Prep Charter High School, in accordance with the New York State high school graduation requirements, students must complete the course of study shown in the figure below, earning a grade of 70% or higher in each course in order to earn credit. To earn a New York State Regents Diploma from Legacy College Prep Charter High School, in accordance with the New York State high school regents diploma requirements, students must not only pass the course but also receive a passing score of 65% or higher on the Regents Exam.

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High School Graduation Requirements

Subject Area	Units Required By NYS	Units Required by Legacy College Prep
English Language Arts	4	6
Mathematics	3	4
Science	3	4
Social Studies	4	4
Language Other than English (LOTE)	1	3
Visual Art, Music, Dance, and/or Theater	1	1
Physical Education (participation each semester)	2	2.0
Health	0.5	0.5
College Prep Electives	0	3.5
Electives	3.5	1.0
Total	22	29

Legacy College Prep will offer five different diploma options:

Legacy College Prep Advanced Regents Diploma

- 29 credits with scores of 75 or higher on 5 NYS Regents exams.
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 90 or higher in the Sophomore Internship Program
- Scored 90 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Legacy College Prep Regents Diploma

- 29 credits with scores of 70 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Advanced Regents Diploma

- 22 credits with scores of 65 or higher on 9 NYS Regents exams
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Regents Diploma

- 22 credits with scores of 65 or higher on 5 NYS Regents exams
- Honors diploma offered for Regents scores averaging 90 or higher
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

Local Diploma

- 22 credits with scores of 55 or higher on 5 NYS Regents exams. Only selected students with Individualized Education Plans approved by the school leader and the NYC Committee on Special Education are eligible for the Local Diploma.
- Scored 70 or higher in the Sophomore Internship Program
- Scored 70 or higher on the Senior Capstone Project
- Completed 45 hours of community service

During the 2020-2021 school year, the academic promotional policy was not modified. The attendance policy related to promotion was modified. Scholars traditionally would be asked to attend summer school if they received 10 or more absences in a single school year. Due to COVID-19, scholars were not required to attend summer school for attendance reasons.

GOAL 1: HIGH SCHOOL GRADUATION

GOAL 1: HIGH SCHOOL GRADUATION

Students will take and complete necessary coursework to graduate from high school.

Goal 1: Leading Indicator

Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.

METHOD

This measure serves as a leading indicator of the performance of the high school cohort and examines students' progress toward graduation based on annual credit accumulation. The measure requires that, based on the school's promotion requirements, 75 percent of the first and second year high school Total Graduation Cohorts will earn the required number of credits.

RESULTS AND EVALUATION

In the 2020-2021 school year, Legacy College Prep only served 9th grade scholars. All scholars in their first year of high school took an English, Science, Math, Social Studies, and a College Seminar course. In addition to these courses, scholars took either Physical Education, Spanish I, or Computer Science as an elective. The cohort size was 132 scholars and 98% of scholars met the goal of earning at least five credits in their first year. The school met the target of having 75

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

percent of scholars earn five credits and exceeded the target by over 20 percent. This year was challenging due to the fact that all instruction was remote and scholars had to attend classes virtually. This challenge did not impact the school's ability to meet the goal of having scholars successfully complete their courses and remain on track for high school graduation.

Percent of Students in First and Second Year Cohorts Earning the Required Number of Credits in 2020-21

Cohort Designation	Number in Cohort during 2020-21	Percent promoted
2019	N/A	N/A
2020	132	98%

Goal 1: Leading Indicator

Each year, 75 percent of students in the second year high school Total Graduation Cohort will score at or above proficient on at least three different New York State Regents exams required for graduation.

METHOD

This measure serves as a leading indicator of the performance of high school cohorts and examines their progress towards graduation based on Regents exam passage. The measure requires that 75 percent of students in each Graduation Cohort have passed at least three Regents exams by their second year in the cohort.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, for the most recent second year cohort schools should report the percentage of students who either passed or were exempted from at least three exams. In August of 2021, the 2019 cohort will have completed its second year.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were in their second year of high school during the 2020-2021 school year.

Percent of Students in their Second Year Passing Three Regents Exams by Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing at Least Three Regents (including exemptions)
2017	2018-19	N/A	N/A
2018	2019-20	N/A	N/A
2019	2020-21	N/A	N/A

Goal 1: Absolute Measures

Each year, 75 percent of students in the fourth year high school Total Graduation Cohort and 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.

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METHOD

This measure examines students in two high school Graduation Cohorts: those who entered the 9th grade as members of the 2017 cohort and graduated four years later and those who entered as members of the 2016 cohort and graduated five years later. These data reflect August graduation rates. At a minimum, these students have passed or been exempted from five Regents exams required for high school graduation in ELA, mathematics, science, U.S. History, and Global History or met the requirements for the 4+1 pathway to graduation.

The school's graduation requirements appear in this document above the graduation goal.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were in their fourth year of high school during the 2020-2021 school year.

Percent of Students in the Total Graduation Cohort who have Graduated After Four Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

Percent of Students in Total Graduation Cohort Who Have Graduated After Five Years

Cohort Designation	School Year	Number in Cohort	Percent Graduating
2014	2018-19	N/A	N/A
2015	2019-20	N/A	N/A
2016	2020-21	N/A	N/A

Goal 1: Comparative Measure

Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.

METHOD

The school compares the graduation rate of students completing their fourth year in the charter school's Total Graduation Cohort to that of the respective cohort of students in the school district of comparison. Given that district results for the current year are generally not available at this time, for purposes of this report schools should include the district's 2019-20 results as a temporary placeholder for the district's 2020-21 results.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

¹ The state's guidance for the 4+1 graduation pathway can be found here: <http://www.p12.nysed.gov/ciai/multiple-pathways/>.

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Percent of Students in the Total Graduation Cohort who Graduate in Four Years Compared to the District

Cohort Designation	School Year	Charter School		School District	
		Number in Cohort	Percent Graduating	Number in Cohort	Percent Graduating
2015	2018-19	N/A	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

ADDITIONAL EVIDENCE

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Goal 1: Absolute Measure

Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway (commonly referred to as the 4+1 pathway) will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year in the cohort.

METHOD

The New York State Board of Regents approved regulations establishing alternative pathways to graduation for all students. Students may replace one of the required Social Studies Regents exams with an approved alternative assessment. For more information about requirements and approved assessments refer to the NYSED resource online: <http://www.p12.nysed.gov/ciai/multiple-pathways/>. The school will document the names of the alternative assessments administered and success rate for students in the templates bellow.

As a result of the Board of Regents' guidance regarding the cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, students planning to take a pathway examination during those cancelled dates would be exempted from the requirement. For purposes of this measure, only report results for students with valid scores for any pathway exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for graduation in the 2020-2021 school year.

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Percentage of the 2017 Graduation Cohort Pathway Students Demonstrating Success by Exam Type

Exam	Number of Graduation Cohort Members Tested (a)	Number Passing or Achieving Regents Equivalency (b)	Percentage Passing =[(b)/(a) *100
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Pathway Exam Passing Rate by Fourth Year Accountability Cohort

Cohort Designation	School Year	Number in Cohort	Percent Passing a Pathway Exam
2015	2018-19	N/A	N/A
2016	2019-20	N/A	N/A
2017	2020-21	N/A	N/A

SUMMARY OF THE HIGH SCHOOL GRADUATION GOAL

In the 2020-2021 school year, Legacy College Prep only served 9 grade scholars. Our school was only eligible for the first goal in the accountability plan, which ensures that scholars are on track to earn enough credits to graduate from high school. In the first year of operation, the school exceeded this goal by more than 20 percent, with 98% of scholars earning five or more credits toward graduation. In future years, our school looks forward to sharing data on the remaining measures include in the high school graduation goal.

Type	Measure	Outcome
Leading Indicator	Each year, 75 percent of students in first and second year high school Total Graduation Cohorts will earn at least ten credits (if 44 needed for graduation) or five credits (if 22 needed for graduation) each year.	Met
Leading Indicator	Each year, 75 percent of students in the high school Total Graduation Cohort will score at least 65 on at least three different New York State Regents exams required for graduation by the completion of their second year in the cohort.	N/A
Absolute	Each year, 75 percent of students in the fourth year high school Total Graduation Cohort will graduate.	N/A
Absolute	Each year, 95 percent of students in the fifth year high school Total Graduation Cohort will graduate.	N/A

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Comparative	Each year, the percent of students in the high school Total Graduation Cohort graduating after the completion of their fourth year will exceed that of the Total Graduation Cohort from the school district of comparison.	N/A
Absolute	Each year, 75 percent of students in the high school Total Cohort pursuing an alternative graduation pathway will achieve a Regents equivalency score and pass an approved pathway assessment required for graduation by the end of their fourth year.	N/A

ACTION PLAN

In order to ensure that our school remains on track to meet the measures in the high school graduation goal, we will continue to offer the required courses to all scholars, provide strong advising and counseling support to keep scholars on track towards graduating from high school, and provide opportunities for extra support through after school office hours.

To ensure success in other measures in future years, Legacy College Prep is committed to build a strong academic program that offers all required courses, providing every scholar with an advisor to support their academic promotion, offering college seminar classes each year where College Counselors teach scholars skills that will make them successful in staying on track towards graduation, and providing frequent communication with our families around their scholars progress toward high school graduation.

GOAL 2: COLLEGE PREPARATION

GOAL 2: COLLEGE PREPARATION

Students will be prepared to succeed in college.

Legacy College Prep’s mission is to ensure that scholars are prepared to with the skills necessary to graduate from the college or university of their choice. At the high school level, scholars begin taking College Seminar courses in 9 grade to help prepare them for college. Our Director of College and Career Readiness, in collaboration with the College Team, has developed a scope and sequence for the college seminar courses that span all four years of high school, and include support for our alumni after they graduate from high school.

As 9 graders, scholars take a class that focuses on helping them establish their goals and aspirations while also teaching them about the college application process and the importance of building their college resumes. The class puts an emphasis on maintaining a high GPA, taking rigorous classes, and participating in extracurricular activities throughout high school.

As 10 graders, scholars are able to participate in a mentorship or internship that helps them build successful habits and life skills that will make the transition from high school to college easier. Scholars have the opportunity to learn from adults and/or to participate in work that is related to something they are interested in doing in their future. The course teaches responsibility while also exposing scholars to different career pathways.

In Junior year, the college seminar course is focused on taking the SATs, drafting personal statements, and collecting letters of recommendation. The course begins by helping scholars

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register and prepare for the SATs and for some the ACTs. The second half of the course helps scholars identify topics for their personal statements and/or college essays. The College Counselor will help scholars draft these essays so that they are ready when scholars apply to college the following year. Finally, the last portion of the course is designed to help scholars determine who to request letters of recommendation from.

In Senior year, the college seminar course is focused on supporting scholars with determining which colleges and universities to apply to, applying to those colleges and universities, gathering information on financial aid packages and scholarships, and determining which college or university is the best fit. The course begins by having scholars select a series of schools to apply to with a variety of safe and reach schools. In the fall, scholars will complete applications to the colleges and universities. Once scholars receive acceptances, the College Team will support scholars with gathering information on financial aid and scholarships so that scholars can make an informed decision on which school will be the best fit for them. Finally, scholars make their final decision on which college or university to attend. The school will close out the school year with a College Signing Day to celebrate the achievements of our scholars.

In addition to the support that our school provides internally, our College Team is also making efforts to form partnerships with outside colleges and universities. The purpose of these partnerships is in some cases to provide opportunities for scholars to take college level courses in high school and in other cases to provide support with the admissions process and to ensure that our school builds a strong reputation with local colleges and universities.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will demonstrate their preparation for college by at least one or some combination of the following indicators:

- Passing an Advanced Placement (“AP”) exam with a score of 3 or higher;
- Earning a score of 4 or higher on an International Baccalaureate (“IB”) exam;
- Passing a College Level Examination Program (“CLEP”) exam;
- Passing a college level course offered at a college or university or through a school partnership with a college or university;
- Achieving the college and career readiness benchmark on the SAT;
- Earning a Regents diploma with advanced designation; or,
- A different school-created indicator approved by the Institute.

METHOD

Schools use any method listed here, or any combination thereof, to demonstrate that at least 75 percent of graduates are prepared to engage in rigorous college level coursework. The school should select only those methods listed here that it uses to demonstrate the college readiness of its students and eliminate those that it will not. For instance, high schools that do not deliver an IB Program as part of their high school design do not report on the IB option. The school reports on the number of students who attempted to achieve each indicator, the number who succeeded, and the corresponding percentage. Additionally, the school should report on the

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overall number of students who graduated after four years, the number of those graduates who achieved any of the relevant indicators, and the overall percentage achieving any indicator.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for high school graduation in the 2020-2021 school year.

Percentage of the 2017 Total Cohort Graduates Demonstrating College Preparation by Indicator

Indicator	Number of Graduates who Attempted the Indicator	Number who Achieved Indicator	Percentage of Graduates who Achieved Indicator
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
Overall	N/A	N/A	N/A

Goal 2: Absolute Measure

Each year, the College, Career, and Civic Readiness Index (“CCCRI”) for the school’s Total Cohort will exceed the Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 2: Comparative Measure

Each year, the school’s CCCRI for the Total Cohort will exceed that of the district of comparison’s Total Cohort.

The calculation of this measure is not required for 2020-21.

Goal 2: Absolute Measure

Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.

METHOD

The ultimate measure of whether a college prep high school has lived up to its mission is whether students actually enroll and succeed in college. Schools track and report the percentage of fourth-year Total Cohort graduates who matriculate into a two or four-year college program in the school year following graduation. Schools should update and confirm data for Cohorts prior to 2020-21 and provide preliminary matriculation data for 2017 Cohort. It may be necessary for schools to provide updated data to the Institute when National Student Clearinghouse or other data sources become available later in the school year.

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RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Matriculation Rate of Graduates by Year

Cohort	Graduation Year	Number of Graduates (a)	Number Enrolled in 2 or 4-year Program in Following Year (b)	Matriculation Rate = [(b)/(a)] *100
2015	2018-19	N/A	N/A	N/A
2016	2019-20	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A

SUMMARY OF THE COLLEGE PREPARATION GOAL

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for high school graduation in the 2020-2021 school year.

Type	Measure	Outcome
Absolute	Each year, 75 percent of graduating students will demonstrate their preparation for college by one or more possible indicators of college readiness.	N/A
Absolute	Each year, the CCCRI for the school's Total Cohort will exceed that year's state MIP set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the school's CCCRI for the Total Cohort will exceed that of the district's Total Cohort.	N/A
Absolute	Each year, 75 percent of graduating students will matriculate into a college or university in the year after graduation.	N/A

ACTION PLAN

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. No scholars were eligible for high school graduation in the 2020-2021 school year.

GOAL 3: ENGLISH LANGUAGE ARTS

ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS

Goal 3: English Language Arts

Scholars will be proficient in English Language Arts.

BACKGROUND

Our middle school English Language Arts classes offer scholars a combination of writing and reading instruction in a 100-minute period, four to five times a week. The curriculum is based around novel study, where five to six novels are selected for our scope and sequence. Scholars read a variety of nonfiction and fiction texts with the goal of being able to read and comprehend literature; including novels, stories, dramas, and poetry, and literary nonfiction at a high level of complexity. The course backwards-plans from the CCSS for 6 -8 grade ELA. The classes focus on the ability to cite textual evidence linking to a claim or analysis, identify the theme or main idea of a text using evidence to support, describe the plot and character development in a story through specific events, determine meaning of figurative language related to text meaning and tone, analysis on the purpose of a specific portion of a text in the context of the overall structure, and the development of the narrator's point of view. As part of the literature portion students compare and contrast different genres of literature related to how they are written and the experience of reading them; specifically, poems, dramas, short stories, and novels. The nonfiction portion of the course will focus on students' ability to analyze the purpose behind the structure of the text, the author's point of view and how it is conveyed in the text, identify the major argument in the text and support with reasons that are factual from the text, and how the author integrates factual information into the text to present an argument. Related to grammar and language students learn how to correct the misuse of pronoun and the use of vague pronouns, spelling errors, punctuation errors with commas and parentheticals. The courses aim for students to acquire and use grade appropriate vocabulary. Therefore, students learn to determine unfamiliar word meanings through prefixes, suffixes, and root words, using context clues to determine meaning or check for meaning once the word has been defined, and using the appropriate resources such as dictionaries and thesauruses to determine the meaning of words. Here are some sample anchor texts from our classes: *Number the Stars*; *The Narrative of Frederick Douglass*; *Night*; *Twelve Angry Men*; *The Giver*; *Claudette Colvin: Twice Towards Justice*; *Animal Farm*, *The Other Wes Moore*, *The Catcher in the Rye*, *There Eyes Were Watching God*, and *The Outsiders*. Different classes may read different novels based on the reading levels of scholars in the class.

In the composition portion of the classes, students learn to produce clear and coherent writing that is developed and organized appropriately for the purpose, audience, and task. The course backwards-plans from the CCSS ELA Writing Standards. Students write for various lengths of time, from in class written summaries to long term paper assignments, with a secondary focus on writing from a variety of cultures and perspectives. The course focuses on teaching students to write a short summary, an argument stating a claim, a narrative, an informative/explanatory text, and a research paper. Scholars learn to write arguments to support a claim that is linked to evidence in the text, informative/explanatory texts to convey information and/or concepts, and narratives with a focus on engaging the reader by establishing context, using descriptive details and sensory language to describe the characters, setting, and plot, and organizing the

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event sequence to show character and plot development. Our teachers use resources from other established charter schools in New York City and adapt the resources to meet the needs of the scholars in their classes. Our curriculum is also modified based on the reading levels of the scholars in the classroom.

Each year, scholars are assessed using internal trimester interim exams aligned to the state exams, the i-Ready Reading assessment, and the NWEA MAP Language Arts assessment.

During the 2020-2021 school year, scholars were given the option of hybrid or remote learning for the first trimester. The remainder of the year was fully remote for all scholars. Our teachers provided scholars with quality ELA instruction through the use of live, synchronous, Zoom lessons and electronic materials. Our scholars continued to participate in novel study through these daily lessons and also received daily writing instruction as well. Select scholars in our ICT classes were given the opportunity to take Reading Intervention as an elective starting in Trimester 2. This course provided more individual support for our scholars with the lowest reading levels.

METHOD

The school administered the nationally normed NWEA MAP assessment in Language Arts to scholars during the 2020-2021 school year. Scholars were given the pre-test in September, a midyear test in January, and post-test in May.

The school also administered the i-Ready assessment in Reading to scholars throughout the 2020-2021 school year. The test was used to monitor student growth. Scholars took the first diagnostic test in September, followed by diagnostic tests every six weeks until the final assessment in June.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in ELA: **NWEA MAP**

RESULTS AND EVALUATION

The results and evaluation section includes data from the NWEA and i-Ready assessments. The summary tables for NWEA include data from only our 6 – 8 grades. The summary tables for i-Ready include data on scholars in grades 6 – 8 .

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NWEA

The table below represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. In all measures, the school failed to meet the growth goals.

2020-21 NWEA MAP ELA Assessment End of Year Results

Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 ^d through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	367	44	No
Measure 2: Each year, the school's median growth percentile of all 3 ^d through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	367	54	No
Measure 3: Each year, the median growth percentile of 3 ^d through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 ^d through 8 th grade general education students at the school.	Students with disabilities	44	83	24	No
Measure 4: Each year, 75% of 3 ^d through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards.	2+ students	75%	243	53%	No

For Measure 1, our scholars median growth percentile was 44, missing the target by 6 percentile points. The second table below breaks down the median growth percentile by grade. Our 8th grade scholars performed stronger than the other two grades and our 7th grade scholars performed significantly lower than the other two grades. This school year we saw lower growth rates on the MAP assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality ELA instruction. Our ELA program is based on novel study and this practice was difficult to continue facilitating online. We also noticed a large decline in independent reading this school year. In a traditional year, scholars were finishing independent reading books almost weekly and this year access to books and in-person support from teachers caused scholars to read less books outside of class. At Legacy we measure the word counts that scholars complete each year using the Accelerated Reader program. This year we saw almost all scholars read only a third of what they had read in prior years.

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For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 54, only one percentile point below our target. The results in this area are attributed to our teacher's ability to prioritize scholars based on the fall and winter MAP results. After each MAP assessment, our school provides the data to the teachers and asks that they perform analysis on the data to identify scholars that require additional support. This analysis proves to be successful each year in helping our teachers differentiate instruction and provide more individualized support to scholars who are underperforming at the start of the year. In the 2020-2021 school year, lack of access to all scholars made it more difficult for teachers to reach all scholars in this target area.

For Measure 3, the median growth percentile for our students with disabilities was 24, missing the target percentile by 20 percentile points. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT ELA courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of modifications and support online as they were in person resulting in low growth across all three grades. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough and we were not able to provide seats to all scholars with disabilities. Our ICT ELA classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 53% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Language Arts. These results fell short of our target by about 20%. When scholars enter our school in 6th grade, the average percentile is 30. This means that the average scholar is performing 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our intervention program is designed to support scholars twice a week with additional, differentiated reading support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program. As a support, we added a Reading Intervention class for our most struggling readers, but this was not enough to support all scholars across 6th - 8th grade.

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End of Year Performance on 2020-21 NWEA MAP ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ²	Number Tested	Percent Proficient	Number Tested
6	19%	107	N/A	N/A
7	24%	127	22%	121
8	29%	133	30%	122
All	24%	367	26%	243

End of Year Growth on 2020-21 NWEA MAP ELA Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	44	107
7	37	127
8	47	133
All	44	367

² Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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I-READY

The table below represents growth results in a series of measures comparing the first i-Ready diagnostic assessment in September to the final i-Ready assessment in May. In all measures, the school failed to meet the growth goals.

2020-21 i-Ready ELA Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 ^d through 8 th grade students will be equal to or greater than 100%.	All students	100%	354	71%	No
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 ^d through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	245	50%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 ^d through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 ^d through 8 th grade general education students at the school.	Students with disabilities	71%	76	56%	No
Measure 4: Each year, 75% of 3 ^d through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	243	35%	No

For Measure 1, our scholars median percent progress to Annual Typical Growth was 71%, missing the target by 30%. The second table below breaks down the median percent progress by grade. Our 7th and 8th grade scholars achieved much higher results than our incoming 6th grade scholars. This school year we saw lower growth rates on the i-Ready assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality ELA instruction. Our ELA program is based on novel study and this practice was difficult to continue facilitating online. We also noticed a discrepancy in the number of scholars who took the exam at various times throughout the year. Motivation and participation in our i-Ready assessments showed a large decline this school year due to remote testing.

For Measure 2, the median percent progress to Annual Typical Growth for our scholars performing two or more grade levels below grade level was 50%, falling short of our target of 110%. The results in this area are attributed to not being able to fully differentiate our instruction and provide more support to our lowest readers this school year. As mentioned earlier, our lowest readers struggled to access online learning and as a result showed much lower growth results. This year we also saw huge declines in independent reading. Our

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independent reading program has been one of the strategies we use to help our lowest readers achieve more growth in a single year. The lack of an independent reading program resulted in scholars finishing less books this year.

For Measure 3, the median percent progress for our students with disabilities was 56, compared with our general education populations 71%. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT ELA courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of modifications and support online as they were in person resulting in low growth across all three grades. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough and we were not able to provide seats to all scholars with disabilities. Our ICT ELA classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 35% of our scholars in at least their second year scored mid on-grade level or above in Reading. These results fell short of our target by about 40%. When scholars enter our school in 6 grade, they are on average three or more grade levels behind. Our goal is to ensure that by the end of 8 grade all scholars are on grade level heading into 9 grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our reading intervention program is designed to support scholars twice a week with additional, differentiated reading support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program. As a support, we added a Reading Intervention class with a scripted curriculum from the Wilson Reading Program for our most struggling readers, but unfortunately, we could not offer the course to all scholars across grades 6 - 8 . This upcoming school year we have adjusted our schedule to be able to offer more scholars the Reading Intervention elective.

End of Year Performance on 2020-21 i-Ready ELA Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	18%	105	NA	NA
7	33%	123	32%	121
8	35%	126	38%	122
All	29%	354	35%	243

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End of Year Growth on 2020-21 i-Ready ELA Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	53%	105
7	75%	123
8	83%	126
All	71%	354

ADDITIONAL CONTEXT AND EVIDENCE

Compared to prior years, our scholars achieved less growth on the NWEA and i-Ready assessment this year. A couple of factors contributed to the lack of growth in 2020-2021. One of the factors was that many of our scholars struggled with online learning.

Another factor was the lack of participation and lack of motivation around taking the NWEA and i-Ready assessments. At the beginning of the year we struggled to get 100% of our scholars to take the pre-test. As a result, some of our cohort averages were lower later in the year when scholars took their first diagnostic months after the school year started. We also saw a decline in motivation due to taking the exams online at home. When scholars took the exams in the building, we could motivate scholars to put 100% effort into their assessments. We could also monitor scholars and ensure that the results were valid. To address some of these concerns, we modified the i-Ready assessment schedule and began testing scholars on Fridays to ensure that scholars could complete the exams in a single day. We also instituted better proctoring measures on Zoom and allowed some scholars to test in person for the final post-test.

In this section, tables are provided to show MAP and i-Ready assessment results by grade level and subgroup. Our high school only had 9 grade scholars in the 2020-2021 school year, and no scholars participate in the English Regents exam. We have included the analysis of 9 grade results in this section since our only reporting for English Language Arts was from the i-Ready assessment that scholars also took in grades 6 – 8 .

NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Language Arts				
Fall 2019 RIT	207	212	218	212
Fall 2020 RIT	201	208	214	208
Winter 2020 RIT	202	210	211	208
Spring 2021 RIT	206	210	216	211
RIT Score Growth	5	2	3	3
MAP Projected Growth	205	212	217	211

Our school saw similar amounts of Language Arts growth in all three grades from fall to spring. Our scholars met the MAP projected growth goal in 6 grade and came close to meeting the goals in 7 and 8 grade. The next table shows Language Arts results for specific sub groups compared to our whole school population. Our whole school was able to meet the MAP

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projected growth goals, but we fell short of the goal for students with disabilities and English Language Learners.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Language Arts			
Fall 2019 RIT	212		
Fall 2020 RIT	208	193	197
Winter 2020 RIT	208		
Spring 2021 RIT	211	196	198
RIT Score Growth	3	3	1
MAP Projected Growth	211	198	201

i-Ready Results

At the start of the 2020-2021 school year, 57% of our scholars were testing two or more grade levels behind on the i-Ready Reading assessment. By the end of the year 52% of scholars were testing two or more grade levels behind. At the beginning of the year only 22% of our scholars were testing on grade level, and at the end of the year that number was 30% of scholars. This year we saw less progress for our scholars in meeting their i-Ready growth goals than in any year prior. We attribute this to lack of in-person instruction, difficulties transitioning our ELA program to virtual instruction, a lack of participation in novel study during classes, and a lack of independent reading happening outside of class. In addition to these factors, we also believe that our ELA academic program needed adjustments to rigor level and cohesiveness across all three grade levels. The adjustments to the class and curriculum are explain in the Action Plan section.

One additional factor in our results that is unrelated to our academic program was scholar participation in the assessments. We assess scholars on i-Ready every six to eight weeks to adjust our intervention groups and supports. Throughout the year we saw varying levels of participation, with our lowest levels occurring at the start of the year. This factor makes our beginning of year data unreliable in some cases because it does not fully capture all scholars in each grade.

The table below shows the overall i-Ready Reading assessment results for grades 6 - 9 grade.

Reading	Whole Network ELL			Whole Network IEP			Whole Network		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	497.02	505.89	8.87	522.14	529.99	7.85	563.11	574.86	11.75
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	1	1	1	16	15
On Level	0	3	3	5	8	3	94	136	42
1 Level Below	4	3	-1	9	8	-1	100	86	-14
2 or More Levels Below	51	49	-2	79	84	5	282	258	-24

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The table below show the overall i-Ready Reading assessment results for scholars in individual grades and the entire middle school.

Reading	Grade 6			Grade 7			Grade 8			Whole School		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	535.40	539.63	4.23	555.76	560.98	5.22	576.76	586.50	9.74	563.11	574.86	11.75
Diagnostic: Overall Relative Placement (Most Recent) - Count												
Above Level	0	2	2	0	3	3	1	5	4	1	16	15
On Level	14	18	4	27	39	12	34	42	8	94	136	42
1 Level Below	20	23	3	21	15	-6	23	18	-5	100	86	-14
2 or More Levels Below	71	65	-6	75	70	-5	68	69	1	282	258	-24

The table below show the overall i-Ready Reading assessment results for scholars in 9 grade, comparing the scores of our entire student population to the scores of our populations of students with disabilities and English Language Learners. Our 9 grade scholars overall, saw higher growth results than any other grade this year, beginning the year with 16% on grade level and finishing with 34% on grade level. Our English Language Learners represent a smaller population at our high school which therefore explains why more growth was seen at 9 grade than in any other grade. Our students with disabilities achieved far less growth that our whole grade population, similar to the results we saw with our 6 8 grades.

Reading	Grade 9 ELL			Grade 9 IEP			Grade 9		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	513.22	543.33	30.11	557.21	566.57	9.36	584.37	610.70	26.33
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	0	0	0	6	6
On Level	0	0	0	2	2	0	19	37	18
1 Level Below	1	1	0	2	2	0	36	30	-6
2 or More Levels Below	8	8	0	15	17	2	68	54	-14

The table below shows i-Ready results for our middle school population compared to students with disabilities and our English Language Learners. Our students with disabilities achieved less growth than our whole school population, similar to what we saw in our NWEA MAP results. The data showed more growth for our English Language Learners, which was a change from years prior.

Reading	Whole School			ELL			SPED		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	563.11	574.86	11.75	497.02	505.89	8.87	522.14	529.99	7.85
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	1	16	15	0	0	0	0	1	1
On Level	94	136	42	0	3	3	5	8	3
1 Level Below	100	86	-14	4	3	-1	9	8	-1
2 or More Levels Below	282	258	-24	51	49	-2	79	84	5

SUMMARY OF THE ELEMENTARY AND MIDDLE ENGLISH LANGUAGE ARTS GOAL

In the 2020-2021 school year, our school did not meet any of the measures for success on the NWEA MAP or i-Ready goals. These results were not consistent with our record in previous years and were due to a variety of contributing factors related to remote learning, lack of participation/motivation in remote testing, and an inability to effectively transition our curriculum and practices to a virtual setting.

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Our scholars showed growth in every grade and as a whole school met the MAP projected growth goal for Language Arts, however, the growth that was achieved was not at the same level as we have seen in prior years. As a result, our school has made drastic changes for the upcoming year to rebuild our school's program and ensure that our results in the 2021-2022 school year are much stronger.

Our focus areas for the upcoming school year are to ensure that our students with disabilities achieve similar growth results to our whole school population and that all grades achieve higher growth that matches our results in previous years.

This school year we have adjusted our learning program to provide all scholars with in-person instruction and no remote option. We are revamping our ELA curriculum by aligning all three middle school grades to the same instructional strategies utilizing the Notice and Note reading strategies as an anchor for our program. At the high school level, we are returning our instruction to a model that centers around whole novels for the whole class to ensure that scholars are reading rigorous texts throughout the year.

Our intervention programs at both schools will be based on frequent i-Ready assessment results. At the middle school, scholars will be split into differentiated groups and receive small group instruction twice a week in reading. At the high school, scholars have been identified to take Reading Support classes in the place of some electives to provide extra support to our lowest readers. At both schools, our Deans of Student Supports are working to ensure that our Special Education program is returning to the strategies that made it successful prior to March 2020.

Finally, both schools will have a goal of 100% participation in all testing at the start of the school year to ensure reliable data from the beginning.

ACTION PLAN

Based on the results of the NWEA MAP and i-Ready assessments, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, data analysis, special population supports, and independent reading program innovations.

Intervention

At the middle school, we have returned to our use of an intervention program that differentiates based on student assessment results. Rather than having scholars work independently as they were during remote learning, our scholars will be placed in small groups with a lead instructor who will deliver intervention instruction on targeted skills. Reading Intervention will occur two to four days a week depending on the scholar's needs. Scholars will receive a variety of supports ranging from guided reading four days a week, SETSS services in Reading, novel study, nonfiction text analysis, and other differentiated practices.

In addition to the above changes, we are also completely replacing our Theater elective class with a Reading Intervention course. The course will use the Wilson Reading Program, Just Words, to provide additional support to our lowest readers two to three times a week. All 6 grade scholars will take this course, in addition to our two ICT cohorts in 7 and 8 grades.

At the high school level, select scholars will take a Reading Support class in place of an elective to provide additional reading instruction to our lowest readers.

Curriculum

In order to ensure that we have stronger ELA results in the upcoming school year, we have made significant changes to our curriculum to ensure that we have cohesive lesson formats and text analysis strategies across the middle school. This year all middle school grades will use the Notice and Note reading strategies to analyze fiction and nonfiction texts. All grades will also have a common lesson plan format that includes a standards-aligned objective, word study, annotation focus for the novel study using the Notice and Note strategies, a variety of multiple choice and open-ended text analysis questions aligned to the New York State ELA standards, and a daily exit ticket that will be used to analyze student mastery daily. Our curriculum has also been modified to include a separate scope and sequence for ICT and non-ICT courses to ensure a higher level of differentiated instruction based on scholar reading levels. Both curriculums include a Unit 0 that will provide teachers with opportunities to ease scholars back into in-person instruction and remediate skills from the previous year. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year.

At the high school level, our English classes will return to using whole class novels and whole class non-fiction texts for instruction instead of smaller texts. This will ensure that the rigor level in classes is more aligned to preparing scholars for college level courses.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracker across all grade levels so that coaches are able to support teachers with data analysis weekly and provide comparison to other grade levels and classes. We have standardized this process as a school and are asking that teachers use a common method for collecting and analyzing data. We are confident that this process will help us have a better understanding throughout the year on scholars' strengths and weaknesses.

Special Population Supports

To ensure that our school provides more support to our English Language Learners and student with disabilities, we have restructured the supports and curriculum that we use to support scholars. We have three ENL Specialists who provide support across grades 6 – 10 . Differentiated support is provided to scholars based on the scholar's level on the NYSESLAT, including push-in support in History and Composition classes, after school tutoring, small group intervention support, and differentiated materials in other core classes. Our scholars with disabilities will benefit from having additional support staff in both schools for the upcoming year. At the 6 and 7 grades, a paraprofessional will be added to all ICT classes to provide more support in all ELA classes. At the high school, additional ELA teachers and Special Education teachers were hired to provide smaller class sizes and more Reading Support and SETSS classes.

Independent Reading Program

In the 2021-2022 school year, we will reinstate our independent reading program where we provide comprehensive libraries to scholars where they can check out books throughout the year. At the middle school, there is designated time in the schedule to read independently. At both the middle and high school scholars receive grades in English Language Arts based on the number of words they have read and books they have completed throughout the year. One of the greatest determinations of strong reading growth is reading complex texts more frequently.

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Our goal is to ensure that scholars build a habit for independent reading similar to what they had prior to March 2020.

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the i-Ready and NWEA MAP assessments. We look forward to seeing strong improvement over the next year.

HIGH SCHOOL ENGLISH LANGUAGE ARTS

Goal 3: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 4 among the students who sat for the exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Percent Scoring at Least Level 4 on Regents English Common Core Exam
by Fourth Year Accountability Cohort³

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	0	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

³ Based on the highest score for each student on the English Regents exam

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Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 3: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents English exam that students must pass to graduate. The school scores Regents on a scale from 0 to 100. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents Exam in English Language Arts (Common Core). This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state’s cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students achieving at least Level 3 among the students who sat for the exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Percent Scoring at Least Level 3 on Regents English Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

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Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 3: Absolute Measure

Each year, the Performance Index (“PI”) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state’s Measure of Interim Progress (“MIP”) set forth in the state’s ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 3: Comparative Measure

Each year, the Performance Index (“PI”) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 3: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 grade English language arts exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

The school demonstrates the effectiveness of its English Language Arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Percent Achieving at Least Performance Level 4 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	0	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Goal 3: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its English language arts program by enabling students who were not meeting proficiency standards in the eighth grade to meet the English requirement for graduation.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Percent Achieving at Least Performance Level 3 on Common Core exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

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SUMMARY OF THE HIGH SCHOOL ENGLISH LANGUAGE ARTS GOAL

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Regents English Common Core Exam in 10th grade.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) on the Regents English exam of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on the Regents Exam in English Language Arts (Common Core) will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents English of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade English language arts exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on the Regents Exam in English Language Arts (Common Core)) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the English Regents Exam in 10th grade. Analysis of 9th grade ELA results can be found in the Elementary English Language Arts section.

GOAL 4: MATHEMATICS

ELEMENTARY MATHEMATICS

Goal 4: Mathematics

Students will be proficient in Mathematics.

BACKGROUND

Our mathematics program offers scholars 100 minutes of math each day, split into two classes. One of those classes addresses problem solving skills and the other class addresses procedural, computational skills. Both classes cover the same standards in the same sequence but with different questions and lesson plans. Our teachers use lesson plans and curriculum materials from established charter schools in New York City. The lessons and unit plans are adapted to fit the needs of our scholars, based on the levels of the scholars in each class. Lesson plans are reviewed and given feedback weekly to ensure a high quality. In 6 grade Math students learned content involving ratios and proportions, expressions and functions, geometry, statistics and probability, and the basic number system. The course backwards-planned from the CCSS 6 Grade Math standards. More specifically, the class included the following concepts: compare/order positive/negative fractions/decimals/mixed numbers; solve problems involving fractions, ratios, proportions, percentages; utilize algebraic expressions/equations; apply order of operations; solve, graph, interpret simple linear equations; analyze/use tables, graphs, rules to solve problems; investigate geometric patterns; convert units of measurement, identify properties of angles and two and three-dimensional shapes; determine pi, area, and circumference; analyze data sampling; theoretical and experimental probabilities; problem solve; think critically; compute the perimeter, area, and volume of common geometric objects. In 7 grade math, students learned content involving read, write, and compare rational numbers in scientific notation; convert fractions to decimals/percent's; differentiate between rational/irrational numbers; apply exponents, powers, roots/use exponents in working with fractions; understand pre-algebra concepts; use algebraic terminology, expressions, equations, inequalities, graphs; interpret/evaluate expressions involving integer powers/simple roots; graph/interpret linear/nonlinear functions; apply Pythagorean Theorem; use mathematical reasoning; problem solve; solve real-life mathematical problems using algebraic expressions and equations; beginning understanding of algebraic/geometric relationships including angle measurement, area, and formulas; congruence and similarity using physical models; foundational knowledge of volume and formulas for finding the volume of cones, cylinders, and spheres. In 8 grade math, student learned content involving Identify/use arithmetic properties of subsets of integers/rational, irrational, real numbers; work with radical and integer exponents; solve equations/inequalities involving absolute values; solve multistep problems, including word problems, involving linear equations/linear inequalities in one variable; understand concepts of parallel/perpendicular line and how slope are related; construct scatter plots and analyze the relationship between to quantities; add, subtract, multiply, divide monomials/polynomials; solve quadratic equation by factoring/completing square; apply algebraic techniques to solve rate problems, work problems, percent mixture problems; problem solve; think critically.

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At each grade level, two of our math cohorts received ICT instruction and two of our math cohorts did not. The ICT cohort used a parallel teaching model to ensure appropriate differentiation for the various skill levels in the class.

During the 2020-2021 school year, scholars were given the option of hybrid or remote learning for the first trimester. The remainder of the year was fully remote for all scholars. Our teachers provided scholars with quality mathematics instruction through the use of live, synchronous, Zoom lessons and electronic materials. Our scholars continued to participate in math instruction through these daily lessons. Scholars received math intervention twice a week, but the majority of this was independent work due to concerns over excessive screen time.

METHOD

The school administered the nationally normed NWEA MAP assessment in Mathematics to scholars during the 2020-2021 school year. Scholars were given the pre-test in September, a midyear test in January, and post-test in May.

The school also administered the i-Ready assessment in Mathematics to scholars throughout the 2020-2021 school year. The test was used to monitor student growth. Scholars took the first diagnostic test in September, followed by diagnostic tests every six weeks until the final assessment in June.

During 2020-21, the school(s) primarily used the following exam to assess student growth and achievement in mathematics: NWEA MAP

RESULTS AND EVALUATION

The results and evaluation section includes data from the NWEA and i-Ready assessments. The summary tables for NWEA include data from only our 6 – 8 grades. The summary tables for i-Ready include data on scholars in grades 6 – 8 .

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NWEA

The table below represents growth results in a series of measures comparing the fall MAP assessment in September to the spring MAP assessment in May. In all measures, the school failed to meet the growth goals.

2020-21 NWEA MAP Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median growth percentile of all 3 ^d through 8 th grade students will be greater than 50. Student growth is the difference between the beginning of year score and the end of year score.	All students	50	364	54	Yes
Measure 2: Each year, the school's median growth percentile of all 3 ^d through 8 th grade students whose achievement did not meet or exceed the RIT score proficiency equivalent in the fall will meet or exceed 55 in the spring administration.	Low initial achievers	55	364	60	Yes
Measure 3: Each year, the median growth percentile of 3 ^d through 8 th grade students with disabilities at the school will be equal to or greater than the median growth of 3 ^d through 8 th grade general education students at the school.	Students with disabilities	54	83	31	No
Measure 4: Each year, 75% of 3 ^d through 8 th grade students enrolled in at least their second year at the school will meet or exceed the RIT score proficiency equivalent according to the most recent linking study comparing NWEA Growth to New York State standards. ⁴	2+ students	75%	243	63%	No

For Measure 1, our scholars median growth percentile was 54, exceeding our target by 4 percentile points. The second table below breaks down the median growth percentile by grade. Our 8th grade scholars performed stronger than the other two grades and our 7th grade scholars performed significantly lower than the other two grades. This school year we saw lower growth rates on the MAP assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality math instruction. Our scholars are used to a traditional model of paper and pencil for math practice and moving this practice to a virtual platform created some challenges for teachers and students. One strength in our math curriculum planning was our prioritization of specific skills and standards. After moving our instruction to fully remote, our Math teachers, with support of our instructional coaches,

⁴ <https://www.nwea.org/content/uploads/2020/02/NY-MAP-Growth-Linking-Study-Report-2020-07-22.pdf>.

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adapted the curriculum to prioritize the most important standards. By narrowing our focus and providing more time on critical math concepts, we were able to achieve our target growth in math. We have used a similar practice in preparing for next year that we describe in our action plan.

For Measure 2, the median growth percentile for our scholars whose achievement did not meet or exceed RIT score proficiency in the fall was 60, exceeding our target by five percent. The results in this area are attributed to our teacher's ability to prioritize specific standards and scholars. As mentioned above, the math teachers adapted their scope and sequence to prioritize specific skills rather than attempt to teach all of the content for their grade level. The narrowed focus resulted in a higher level of mastery on the most critical standards for each grade level. In addition to the prioritized standards, our teachers also focused on specific scholars using our data from the fall and winter MAP results. After each MAP assessment, our school provides the data to the teachers and asks that they perform analysis on the data to identify scholars that require additional support. This analysis proves to be successful each year in helping our teachers differentiate instruction and provide more individualized support to scholars who are underperforming at the start of the year. In the 2020-2021 school year, lack of access to all scholars made it more difficult for teachers to reach all scholars in this target area, however, our math results remained strong.

For Measure 3, the median growth percentile for our students with disabilities was 31, missing the target percentile by 23 percentile points. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT Math courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of modifications and support online as they were in person resulting in low growth across all three grades. Many of our specially designed instructional strategies for mathematics were difficult to implement online. Our scholars also struggled to complete math practice in an online format without the traditional paper and pencil methods. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough to meet our target, and we were not able to provide seats to all scholars with disabilities. Our ICT Math classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 63% of our scholars in at least their second year met or exceeded the grade level proficiency equivalent in Mathematics. These results fell short of our target by about 12%. When scholars enter our school in 6th grade, the average percentile is around 35. This means that the average scholar is performing close to 20 percentile points below the grade level average. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our intervention program is designed to support scholars twice a week with additional, differentiated math instructional support. Scholars are placed into small groups for 6-week

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programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program.

End of Year Performance on 2020-21 NWEA MAP Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Proficient ⁵	Number Tested	Percent Proficient	Number Tested
6	15%	107	NA	NA
7	29%	127	27%	121
8	27%	130	28%	122
All	24%	364	28%	243

End of Year Growth on 2020-21 NWEA MAP Mathematics Assessment By All Students

Grades	Median Growth Percentile	Number Tested
6	53	107
7	49	127
8	60	130
All	54	364

⁵ Proficient is defined as scoring at or above the grade-level RIT score cut score according to the most recently available linking study found [here](#). Refer to pages 15-16, tables 3.5 and 3.6.

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I-READY

The table below represents growth results in a series of measures comparing the first i-Ready diagnostic assessment in September to the final i-Ready assessment in June. In three of the four measures, the school failed to meet the growth goals. The school met the first growth measure.

2020-21 i-Ready Mathematics Assessment End of Year Results					
Measure	Subgroup	Target	Tested	Results	Met?
Measure 1: Each year, the school's median percent progress to Annual Typical Growth of 3 ^d through 8 th grade students will be equal to or greater than 100%.	All students	100%	353	100%	Yes
Measure 2: Each year, the school's median percent progress to Annual Typical Growth of all 3 ^d through 8 th grade students who were two or more grade levels below grade level in the fall will be equal to or greater than 110% by the spring assessment administration.	Low initial achievers	110%	186	66%	No
Measure 3: Each year, the median percent progress to Annual Typical Growth of 3 ^d through 8 th grade students with disabilities at the school will be equal to or greater than the median percent progress to Annual Typical Growth of 3 ^d through 8 th grade general education students at the school.	Students with disabilities	100%	79	54%	No
Measure 4: Each year, 75% of 3 ^d through 8 th grade students enrolled in at least their second year at the school will score at the <i>mid on-grade level</i> or above scale score for the year-end assessment.	2+ students	75%	243	35%	No

For Measure 1, our scholars median percent progress to Annual Typical Growth was 100% meeting our target. The second table below breaks down the median percent progress by grade. Our 8th grade scholars were the major contributor to our school meeting our goal this year. Our 7th grade scholars were only 8% away from our goal, and our 6th grade scholars struggled to make as much progress as our other two grades. While we saw more success in mathematics than we did in Reading, this school year we saw lower growth rates on the i-Ready assessment than in any prior year. Moving our instruction online created challenges for teachers to continue to provide quality math instruction. Our teachers worked to move instruction to online platforms that provides scholars with the ability to complete math practice without the traditional use of pencil and paper, however, many struggled to retain concepts in the same way they have during in-person instruction. We also noticed a discrepancy in the number of scholars who took the exam at various times throughout the year. Motivation and participation in our i-Ready assessments showed a large decline this school year due to remote testing.

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For Measure 2, the median percent progress to Annual Typical Growth for our scholars performing two or more grade levels below grade level was 66%, falling short of our target of 110%. The results in this area are attributed to not being able to fully differentiate our instruction and provide more support to our scholars with the lowest level of math skills this school year. As mentioned earlier, our scholars performing two or more grade levels behind struggled to access online learning and as a result showed much lower growth results.

For Measure 3, the median percent progress for our students with disabilities was 54, compared with our general education populations 100%. The data on this subgroup was a concern all year and will be one of the highest priorities in the 2021-2022 school year. One of the greatest challenges in the 2020-2021 school year was continuing to provide strong services to our scholars with disabilities. Traditionally, our ICT Mathematics courses have some of the strongest growth results in our school. However, last year, we struggled to produce similar results due to a variety of restraints on our instructional model. Scholars with disabilities struggled with remote learning more than our general education population. Our teachers were unable to provide the same level of specially designed instruction and support online as they were in person resulting in low growth across all three grades. In the spring of 2021, we attempted to close some of the gaps by providing a learning center and prioritizing students with disabilities for admission into the learning center. The scholars who received seats did show growth in our last few months of school, but unfortunately it was not enough and we were not able to provide seats to all scholars with disabilities. Our ICT Math classes have made significant adjustments to their curriculum for the upcoming year to focus on closing gaps and providing more support to scholars with disabilities.

For Measure 4, 35% of our scholars in at least their second year scored mid on-grade level or above in Reading. These results fell short of our target by 40%. When scholars enter our school in 6th grade, they are on average three or more grade levels behind. Our goal is to ensure that by the end of 8th grade all scholars are on grade level heading into 9th grade, however, it is challenging to achieve this result in only one year. This last school year was even more challenging than others because some of our programming that is designed to help scholars reach grade level was harder to implement online. Our math intervention program is designed to support scholars twice a week with additional, differentiated math skills instructional support. Scholars are placed into small groups for 6-week programs designed to prioritize specific gaps in skills. Online instruction made it difficult for our school to fully implement this program. This upcoming school year we look forward to returning our math intervention program to in-person instruction so we can provide more differentiated support for our scholars.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

End of Year Performance on 2020-21 i-Ready Mathematics Assessment By All Students and Students Enrolled in At Least Their Second Year

Grades	All Students		Enrolled in at least their Second Year	
	Percent Mid-On Grade Level or Above	Number Tested	Percent Mid-On Grade Level or Above	Number Tested
6	20%	105	N/A	N/A
7	31%	122	31%	121
8	37%	126	39%	122
All	30%	353	35%	243

End of Year Growth on 2020-21 i-Ready Mathematics Assessment By All Students

Grades	Median Percent of Annual Typical Growth	Number Tested
6	64%	105
7	92%	122
8	153%	126
All	100%	353

ADDITIONAL EVIDENCE

Compared to prior years, our scholars achieved less growth on the NWEA and i-Ready assessment this year. A couple of factors contributed to the lack of growth in 2020-2021. One of the factors was that many of our scholars struggled with online learning.

Another factor was the lack of participation and lack of motivation around taking the NWEA and i-Ready assessments. At the beginning of the year we struggled to get 100% of our scholars to take the pre-test. As a result, some of our cohort averages were lower later in the year when scholars took their first diagnostic months after the school year started. We also saw a decline in motivation due to taking the exams online at home. When scholars took the exams in the building, we could motivate scholars to put 100% effort into their assessments. We could also monitor scholars and ensure that the results were valid. To address some of these concerns, we modified the i-Ready assessment schedule and began testing scholars on Fridays to ensure that scholars could complete the exams in a single day. We also instituted better proctoring measures on Zoom and allowed some scholars to test in person for the final post-test.

In this section, tables are provided to show MAP and i-Ready assessment results by grade level and subgroup. Our high school only had 9 grade scholars in the 2020-2021 school year, and only one scholar participated in a Math Regents Exam. We have included the analysis of 9 grade results in this section since our only reporting for Mathematics was from the i-Ready assessment that scholars also took in grades 6 - 8 .

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NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Mathematics				
Fall 2019 RIT	207	219	228	218
Fall 2020 RIT	203	213	223	213
Winter 2020 RIT	209	217	222	216
Spring 2021 RIT	212	220	230	221
RIT Score Growth	8	8	7	7
MAP Projected Goal	208	217	227	217

Our school saw similar amounts of Mathematics growth in all three grades from fall to spring. Our scholars met the MAP projected growth goal in 6 grade and came close to meeting the goals in all three grades. The next table shows Mathematics results for specific sub groups compared to our whole school population. Our whole school and the English Language Learners subgroup were able to exceed the MAP projected growth goals. Our English Language Learners achieved higher growth in Mathematics than in Language Arts this school year. We attribute this to being able to provide more support in math to our ELLs than in our ELA courses. The language barrier caused scholars to struggle more in ELA than in their math courses. Our students with disabilities met the MAP projected growth goal, achieving similar growth compared to our general education population, which was not a trend we saw in ELA results.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Mathematics			
Fall 2019 RIT	218		
Fall 2020 RIT	213	197	203
Winter 2020 RIT	216		
Spring 2021 RIT	221	207	207
RIT Score Growth	7	10	4
MAP Projected Goal	217	201	207

i-Ready Results

At the start of the 2020-2021 school year, 48% of our scholars were testing two or more grade levels behind on the i-Ready Math assessment. By the end of the year 45% of scholars were testing two or more grade levels behind. At the beginning of the year only 25% of our scholars were testing on grade level, and at the end of the year that number was 36% of scholars. This year we saw less progress for our scholars in meeting their i-Ready growth goals than in any year prior. We attribute this to lack of in-person instruction, difficulties transitioning our mathematics program to virtual instruction, a lack of participation in virtual classes, and a difficulty adjusting to math practice online. In addition to these factors, we also believe that our Math academic program needed adjustments to the curriculum across all three grade levels to ensure that each grade level is focused on necessary standards aligned to the New York State Common Core. The adjustments to the class and curriculum are explain in the Action Plan section.

One additional factor in our results that is unrelated to our academic program was scholar participation in the assessments. We assess scholars on i-Ready every six to eight weeks to adjust our intervention groups and supports. Throughout the year we saw varying levels of

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participation, with our lowest levels occurring at the start of the year. This factor makes our beginning of year data unreliable in some cases because it does not fully capture all scholars in each grade.

The table below shows the overall i-Ready Math assessment results for grades 6 – 9 grade.

Math	Whole Network ELL			Whole Network IEP			Whole Network		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	443.13	447.43	4.31	449.23	457.89	8.66	479.50	487.89	8.40
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	0	0	0	4	4
On Level	3	5	2	10	12	2	104	159	55
1 Level Below	4	6	2	7	16	9	99	108	9
2 or More Levels Below	40	42	2	62	65	3	216	206	-10

The table below show the overall i-Ready Math assessment results for scholars in individual grades and the entire middle school.

Math	Grade 6			Grade 7			Grade 8			Whole School		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	456.46	463.36	6.90	468.50	477.92	9.42	487.91	497.88	9.98	478.64	486.36	7.72
Diagnostic: Overall Relative Placement (Most Recent) - Count												
Above Level	0	1	1	0	0	0	0	2	2	0	3	3
On Level	10	19	9	16	37	21	26	38	12	94	154	60
1 Level Below	30	35	5	26	27	1	27	29	2	94	104	10
2 or More Levels Below	52	49	-3	58	56	-2	53	57	4	201	212	11

The table below show the overall i-Ready Math assessment results for scholars in 9 grade, comparing the scores of our entire student population to the scores of our populations of students with disabilities and English Language Learners. Our 9 grade scholars overall, saw similar growth results to other grades this year, beginning the year with 45% on grade level and finishing with 53% on grade level. Our English Language Learners represent a smaller population at our high school which therefore explains why more growth was seen at 9 grade than in any other grade. Our students with disabilities achieved more growth than our whole grade population, which was a trend we saw overall in Math i-Ready results. We attribute this to the implementation of Math Support classes in place of electives at our high school and mandatory office hours for scholars. Our students with disabilities benefitted from both of these programs and saw higher growth as a result.

Math	Grade 9 ELL			Grade 9 IEP			Grade 9		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	477.78	500.22	22.44	478.95	493.68	14.74	502.36	510.58	8.23
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	0	0	0	0	0	0	1	1
On Level	1	1	0	4	5	1	52	65	13
1 Level Below	0	0	0	1	3	2	16	17	1
2 or More Levels Below	8	8	0	13	12	-1	53	44	-9

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The table below shows i-Ready results for our middle school population compared to students with disabilities and our English Language Learners. Our students with disabilities achieved more growth than our whole school population. The data showed similar growth for our English Language Learners to our general education population.

Math	Whole School			ELL			SPED		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	478.64	486.36	7.72	440.50	448.05	7.55	442.93	453.60	10.67
Diagnostic: Overall Relative Placement (Most Recent) - Count									
Above Level	0	3	3	0	0	0	0	0	0
On Level	94	154	60	2	4	2	6	7	1
1 Level Below	94	104	10	4	6	2	6	13	7
2 or More Levels Below	201	212	11	32	34	2	49	53	4

SUMMARY OF THE ELEMENTARY AND MIDDLE MATHEMATICS GOAL

In the 2020-2021 school year, our school met two of the measures for success on the NWEA MAP and one measure of success on the i-Ready Assessment. While we were pleased to see greater success in math, these results were not consistent with our record in previous years and were due to a variety of contributing factors related to remote learning, lack of participation/motivation in remote testing, and an inability to effectively transition our curriculum and practices to a virtual setting.

Our scholars showed growth in every grade and as a whole school met the MAP projected growth goal for Mathematics, however, the growth that was achieved was not at the same level as we have seen in prior years. As a result, our school has made drastic changes for the upcoming year to rebuild our school's program and ensure that our results in the 2021-2022 school year are much stronger.

Our focus areas for the upcoming school year are to ensure that our students with disabilities achieve similar growth results to our whole school population and that all grades achieve higher growth that matches our results in previous years, especially our scholars who will have attended Legacy College Prep for more than one year.

This school year we have adjusted our learning program to provide all scholars with in-person instruction and no remote option. We are revamping our Math curriculum by narrowing the focus of our ICT course scope and sequence at each grade level. We believe that a narrowed focus will help our teachers prioritize the major work of each grade level and ensure that scholars succeed in mastering those standards. At the high school level, we are returning our instruction to a model that centers around conceptual understanding of math concepts. This will help scholars use critical thinking skills in class and show higher retention of the material.

Our intervention programs at both schools will be based on frequent i-Ready assessment results. At the middle school, scholars will be split into differentiated groups and receive small group instruction twice a week in math. At the high school, scholars have been identified to take Math Support classes in the place of some electives to provide extra support to our scholars performing significantly below grade level in math. At both schools, our Deans of Student Supports are working to ensure that our Special Education program is returning to the strategies that made it successful prior to March 2020.

Finally, both schools will have a goal of 100% participation in all testing at the start of the school year to ensure reliable data from the beginning.

ACTION PLAN

Based on the results of the NWEA MAP assessment and the i-Ready math assessment, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, and data analysis.

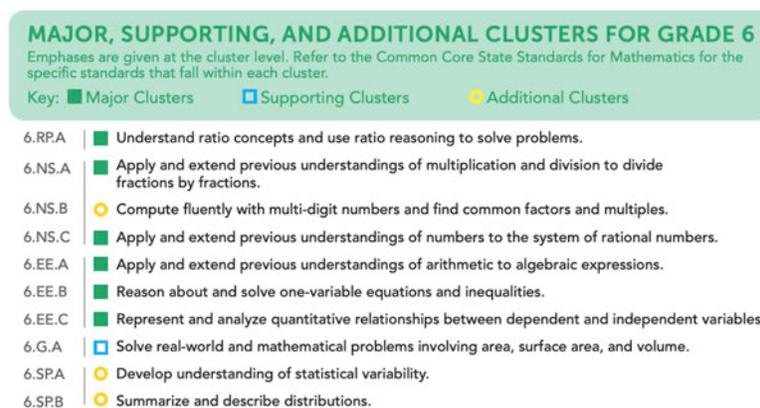
Intervention

We will start the year with a rigorous intervention program for Math that occurs two days a week. Rather than having scholars work independently as they were during remote learning, our scholars will be placed in small groups with a lead instructor who will deliver intervention instruction on targeted skills. The program is adapted to meet individual scholars' needs and will return to in-person instruction this school year. Scholars receive a variety of supports ranging from small group targeted review, SETSS services in Math, and math extension exercises for our scholars performing on or above grade level. At the high school level, select scholars will take a Math Support class in place of an elective to provide additional math instruction to our scholars performing more than two grade levels behind.

Curriculum

In order to ensure that we have stronger results in the upcoming school year, we have made significant changes to our curriculum and to the way that we analyze student data. We are confident that with these changes, we will see our school achieve stronger results in this area in the next school year. Our curriculum has been modified to include a separate scope and sequence for ICT and non-ICT courses. The goal is to prioritize mastery of the major clusters for each grade level for our scholars with disabilities and scholars who enter a grade performing two or more grade levels below. The narrowed focus will align to teaching the major clusters for each grade level, and only cover some of the supporting clusters and additional clusters. **Figure D1a.1** is an example of the 6th grade standards broken into major, supporting, and additional clusters. Scholars in ICT courses will spend more time on the major clusters and less time on additional and supporting clusters.

Figure D1a.1 Major, Supporting, and Additional Clusters for 6th Grade Math



In addition to the changes above, all grades also have a Unit 0 that was added to the curriculum to give teachers time to ease scholars back into in-person instruction and remediate skills that scholars are lacking from prior grades.

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Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket assessment tracking system across all three grade levels. The daily exit ticket assessments will be aligned to the Common Core State Standards and will assess scholars at the rigor level of the State exam. Our teachers will analyze the data in a consistent way through weekly check-ins with their instructional coaches. We have standardized this process as a school and are asking that teachers use this common method for collecting and analyzing data. Teachers are going to continue utilizing the program GoFormative to make collecting and analyzing quiz and unit assessment data simpler and more effective. We are confident that this process will help us have a better understanding throughout the year on scholars' strengths and weaknesses.

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the i-Ready and NWEA MAP assessments. We look forward to seeing strong improvement over the next year.

HIGH SCHOOL MATHEMATICS

Goal 4: Absolute Measure

Each year, 65 percent of students in the high school Accountability Cohort will exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the college and career readiness standard as scoring at or above Performance Level 4 (meeting Common Core expectations) on any Regents Common Core mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 4 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 4 among the students who sat for any exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 4 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort	Fourth Year	Number in Cohort (a)	Number exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 4 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4	Number in Cohort	Percent Level 4
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 4: Absolute Measure

Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school administered the Regents mathematics exam(s) that students must pass to graduate. The State Education Department currently defines the cut off for passing and meeting the requirement for graduation as scoring at or above Performance Level 3 (partially meeting Common Core expectations) on the Regents mathematics exams. This measure examines the percent of the Accountability Cohort that achieved at least Performance Level 3 by the completion of their fourth year in the cohort.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for any mathematics exam but were scheduled to sit for one during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam requirement as well as the percentage of students achieving at least Level 3 among the students who sat for any exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Scoring at Least Level 3 on a Regents Mathematics Common Core Exam by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Percent Achieving at Least Level 3 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-201	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 4: Absolute Measure

Each year, the Performance Index ("PI") on the Regents mathematics exam of students completing their fourth year in the Accountability Cohort will meet the state's Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district meeting or exceeding Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the percent of students in the high school Total Cohort at least partially meeting Common Core expectations on a Regents mathematics exams will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.

The calculation of this measure is not required for 2020-21.

Goal 4: Comparative Measure

Each year, the Performance Index ("PI") in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.

The calculation of this measure is not required for 2020-21.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Goal 4: Growth Measure

Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 grade mathematics exam will meet the college and career readiness standard (currently scoring at Performance Level 4 and fully meeting Common Core expectations on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to grow to meeting the mathematics requirement for the college and career readiness standard.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Percent Achieving at Least Performance Level 4 on a Mathematics Regents Exam among
Students
Who Were Not Proficient in the 8 Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 4 (c)	Percent Scoring at Least Level 4 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Goal 4: Growth Measure

Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 grade mathematics exam will at least partially meet Common Core expectations (currently scoring at Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.

METHOD

The school demonstrates the effectiveness of its mathematics program by enabling students who were not meeting proficiency standards in the eighth grade to move to meeting the English requirement for graduation.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Percent Achieving at Least Performance Level 3 on a Mathematics Regents Exam among Students Who Were Not Proficient in the 8th Grade by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort not Proficient in 8 th Grade (a)	Number Exempted with No Valid Score (b)	Number Scoring at Least Level 3 (c)	Percent Scoring at Least Level 3 Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0		N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

SUMMARY OF THE HIGH SCHOOL MATHEMATICS GOAL

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Type	Measure	Outcome
Absolute	Each year, 65 percent of students in the high school Accountability Cohort will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, 80 percent of students in the high school Accountability Cohort will at least partially meet Common Core expectations (currently scoring at or above Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Absolute	Each year, the Performance Index (PI) in mathematics of students completing their fourth year in the Accountability Cohort will meet the state Measure of Interim Progress (MIP) set forth in the state's ESSA accountability system.	N/A
Comparative	Each year, the percentage of students in the Total Cohort meeting or exceeding Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students from the district meeting or exceeding Common Core expectations.	N/A
Comparative	Each year, the percentage of students in the Total Cohort partially meeting Common Core expectations on a Regents mathematics exam will exceed the percentage of comparable students in the district at least partially meeting Common Core expectations.	N/A
Comparative	Each year, the Performance Index (PI) in Regents mathematics of students in the fourth year of their high school Accountability Cohort will exceed that of comparable students from the school district of comparison.	N/A
Growth	Each year, 50 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will meet or exceed Common Core expectations (currently scoring at or above Performance Level 4 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A
Growth	Each year, 75 percent of students in the high school Accountability Cohort who did not score proficient on their New York State 8 th grade mathematics exam will at least partially meet Common Core expectations (currently scoring at least Performance Level 3 on a Regents mathematics exam) by the completion of their fourth year in the cohort.	N/A

ACTION PLAN

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Analysis of 9th Mathematics section.

GOAL 5: SCIENCE

ELEMENTARY AND MIDDLE SCIENCE

Goal 5: Science

Students will be proficient in science.

BACKGROUND

In Science scholars focus on a mixture of Physical Science, Life Science, and Earth Science in 6 , 7 , and 8 grades. Beginning last school year, we also had two cohorts of 8 graders take the Living Environment Regents course. The courses included the following concepts and skills: Understand how topography is reshaped by weathering of rock/soil and transportation/deposition of sediment; explain meaning of radiation, convection, conduction; recognize/describe that currents in air/ocean distribute heat energy; investigate/describe how pollutants can affect weather/atmosphere; discuss how plate tectonics explain important features of Earth's surface and major geologic events; recognize how organisms in ecosystems exchange energy/nutrients among themselves and with environment; formulate testable hypothesis; design/conduct an experiment specifying variables to be changed, controlled, measured; draw conclusions based on data/evidence presented in tables/graphs; make inferences on patterns/trends; explain daily, monthly, and seasonal changes on earth; explain how the atmosphere, hydrosphere, and lithosphere interact, evolve, and change; describe volcano and earthquake patterns, the rock cycle, and weather and climate changes. All courses backwards plan using the Next Generation Science Standards. Our teachers use curriculum materials, including lesson plans and unit plans, from an established New York City charter school. The materials are adapted to meet the needs of our scholars based on their prior knowledge upon entering our school.

Each year, scholars are assessed using internal trimester interim exams aligned to the 8 grade state science exam and the NWEA MAP Science assessment.

During the 2020-2021 school year, scholars were given the option of hybrid or remote learning for the first trimester. The remainder of the year was fully remote for all scholars. Our teachers provided scholars with quality science instruction through the use of live, synchronous, Zoom lessons and electronic materials. Our scholars continued to participate in rigorous science instruction through these daily lessons.

METHOD

The school administered the nationally normed NWEA MAP assessment in Science to scholars during the 2020-2021 school year. Scholars were given the pre-test in September, a midyear test in January, and post-test in May.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

RESULTS AND EVALUATION

Compared to prior years, our scholars achieved less growth on the NWEA assessment this year. A couple of factors contributed to the lack of growth in 2020-2021. One of the factors was that many of our scholars struggled with online learning. Our instructors also struggled to transition our curriculum to an online learning platform.

Another factor was the lack of participation and lack of motivation around taking the NWEA assessments. At the beginning of the year we struggled to get 100% of our scholars to take the pre-test. As a result, some of our cohort averages were lower later in the year when scholars took their first diagnostic months after the school year started. We also saw a decline in motivation due to taking the exams online at home. When scholars took the exams in the building, we could motivate scholars to put 100% effort into their assessments. We could also monitor scholars and ensure that the results were valid. To address some of these concerns, we modified the assessment schedule, instituted better proctoring measures on Zoom and allowed some scholars to test in person for the final post-test.

In this section, tables are provided to show MAP assessment results by grade level and subgroup.

NWEA MAP Assessment Results Summary

Class Name	6	7	8	Whole School
Science				
Fall 2019 RIT	198	205	210	204
Fall 2020 RIT	196	202	206	201
Winter 2020 RIT	198	197	201	198
Spring 2021 RIT	200	205	210	205
RIT Score Growth	3	4	4	4
MAP Projected Goal	201	205	209	205

Our school saw similar amounts of Science growth in all three grades from fall to spring. Our scholars met the MAP projected growth goal in 7 and 8 grade and came close to meeting the goal in 6 grade. The next table shows Science results for specific sub groups compared to our whole school population. Our whole school was able to meet the MAP projected growth goals, but we fell short of the goal for students with disabilities and English Language Learners.

NWEA MAP Special Populations Summary

Class Name	Whole School	ELL	SPED
Science			
Fall 2019 RIT	204		
Fall 2020 RIT	201	191	195
Winter 2020 RIT	198		
Spring 2021 RIT	205	194	196
RIT Score Growth	4	3	1
MAP Projected Goal	205	196	199

ADDITIONAL CONTEXT AND EVIDENCE

The 2019-2020 school year was the first year that we have had 8 grade classes. We have not been able to facilitate a New York State 8 Grade Science Exam to our full eligible population and therefore do not have any prior year data to compare to.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

SUMMARY OF THE ELEMENTARY SCIENCE GOAL

In the 2020-2021 school year, our school set goals for the NWEA MAP assessments to meet our MAP projected growth goals for each grade. We met our goals in two out of the three grades. Our 6 graders struggled to meet their goal due to adjusting to online instruction in a new school.

Our science curriculum was modified this year to transition to online learning. We saw some success but overall many scholars struggled with remote science instruction.

ACTION PLAN

Based on the results of the NWEA MAP science assessment, our school has made several changes to help improve our overall success that involve intervention, curriculum shifts, and data analysis.

Curriculum

In order to ensure that we have stronger results in the upcoming school year, we have made significant changes to our curriculum and to the way that we analyze student data. We are confident that with these changes, we will see our school achieve stronger results in the next school year. Our curriculum has been modified to include a more straightforward approach to teaching the content across three grades. In previous years, the curriculum has not connected well from grade to grade, and the new changes allow us to build a foundation in 6 grade that our 7 and 8 grade teacher can build upon. The lessons themselves follow a more traditional plan of teacher modeling, guided practice, and independent practice, which we feel will help with retention of information. Our teachers have also been able to do more in-person experiments and models to illustrate the concepts they are teaching this year.

Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common exit ticket tracking system across all three grade levels. The daily exit ticket assessments will be aligned to the Next Generation Science Standards and will assess scholars at the rigor level of the 8 grade state test. Our teachers will analyze the data in weekly check-ins with their instructional coaches. We have standardized this process as a school and are asking that teachers use this common method for collecting and analyzing data. We are confident that this process will help us have a better understanding throughout the year on scholars' strengths and weaknesses.

Throughout the 2021-2022 school year, Legacy College Prep will continue to assess scholars using the NWEA MAP assessments. We look forward to seeing strong improvement over the next year.

HIGH SCHOOL SCIENCE

Goal 5: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on a New York State Regents science exam by the completion of their fourth year in the cohort.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

METHOD

New York State schools administer multiple high school science assessments; current Regents exams are Living Environment, Earth Science, Chemistry and Physics. The school administered the Living Environment and Chemistry exam(s). It scores Regents on a scale from 0 to 100; students must score at least 65 to pass. This measure requires students in each Accountability Cohort to pass any one of the Regents science exams by their fourth year in the cohort. Students may have taken a particular Regents science exam multiple times or have taken multiple science exams. Students have until the summer of their fourth year to pass a science exam.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS AND EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

Science Regents Passing Rate with a Score of 65
by Fourth Year Accountability Cohort⁶

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

Science Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 5: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing a Regents science exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

⁶ Based on the highest score for each student on any science Regents exam

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

The calculation of this measure is not required for 2020-21.

GOAL 6: SOCIAL STUDIES

Goal 6: Social Studies

Scholars will be proficient in Social Studies.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents U.S. History exam by the completion of their fourth year in the cohort.

METHOD

New York State administers two high school social studies assessments: U.S. History and Global History. In order to graduate, students must pass both of these Regents exams with a score of 65 or higher. This measure requires students in each Accountability Cohort to pass the two exams by the completion of their fourth year in the cohort. Students may have taken the exams multiple times and have until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

U.S. History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

U.S. History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent to students in the high school Total Cohort passing the Regents U.S. History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21.

Goal 6: Absolute Measure

Each year, 75 percent of students in the high school Accountability Cohort will score at least 65 on the New York State Regents Global History exam by the completion of their fourth year in the cohort.

METHOD

This measure requires students in each Accountability Cohort to pass the Global History exam by the completion of their fourth year in the cohort. Students may have taken the exam multiple times, and had until the summer of their fourth year to pass it. Once students pass it, performance on subsequent administrations of the same exam do not affect their status as passing.

Due to the state's cancellation of multiple administrations of the Regents exams in 2019-20 and 2020-21, some students in the 2017 Cohort who had not previously sat for the exam but were scheduled to sit for this exam during a cancellation would be exempted from the graduation requirement. As such, the school should report both the number of students who were exempted from the exam as well as the percentage of students passing among the students who sat for the exam.

RESULTS

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Global History Regents Exam in 10th grade.

2020-21 ACCOUNTABILITY PLAN PROGRESS REPORT

Global History Regents Passing Rate with a Score of 65 by Fourth Year Accountability Cohort

Cohort Designation	Fourth Year	Number in Cohort (a)	Number Exempted with No Valid Score (b)	Number Passing with at Least a 65 (c)	Percent Passing Among Students with Valid Score (c)/(a-b)
2015	2018-19	N/A	0	N/A	N/A
2016	2019-20	N/A	N/A	N/A	N/A
2017	2020-21	N/A	N/A	N/A	N/A

EVALUATION

Legacy College Prep only served 9th grade scholars in the 2020-2021 school year. Scholars will take the Global History Regents Exam in 10th grade.

Global History Regents Passing Rate with a score of 65 by Cohort and Year

Cohort Designation	2018-19		2019-20		2020-21	
	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing	Number in Cohort	Percent Passing
2017	N/A	N/A	N/A	N/A	N/A	N/A
2018	N/A	N/A	N/A	N/A	N/A	N/A
2019			N/A	N/A	N/A	N/A
2020					N/A	N/A

Goal 6: Comparative Measure

Each year, the percent of students in the high school Total Cohort passing the Regents Global History exam with a score of 65 or above will exceed that of the high school Total Cohort from the school district of comparison.

The calculation of this measure is not required for 2020-21

GOAL 7: ESSA

Due to COVID-19 and the subsequent changes to the state’s testing, accountability, and federal reporting requirements, the 2020-21 school accountability statuses are the same as those assigned for the 2019-20 school year. The 2019-20 accountability statuses were based on 2018-19 exam results. Assigned accountability designations and further context can be found [here](#).

Goal 7: Absolute Measure

Under the state’s ESSA accountability system, the school is in good standing: the state has not identified the school for comprehensive or targeted improvement.

METHOD

Because *all* students are expected to meet the state's performance standards, the federal statute stipulates that various sub-populations and demographic categories of students among all tested students must meet the state standard in and of themselves aside from the overall school results. As New York State, like all states, is required to establish a specific system for making these determinations for its public schools, charter schools do not have latitude in establishing their own performance levels or criteria of success for meeting the ESSA accountability requirements. Each year, the state issues School Report Cards that indicate a school’s status under the state accountability system.

RESULTS AND EVALUATION

Under the state accountability system, our school met the ESSA requirements. In the 2018-2019 school year, our school had an MIP of 143, exceeding the required MIP of 103.

ADDITIONAL EVIDENCE

Our school has consistently met the ESSA requirements each year that we have been open.

Accountability Status by Year

Year	Status
2018-19	Met
2019-20	Met
2020-21	Met



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 LIC # 000474B

FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

Building Address: Sarsen Realty-416 Willis Avenue, Bronx, NY 10454
 Contact person: 212-645-0101

TYPE OF SYSTEM: WET DRY
 MONTHLY INSPECTION: YES NO N/A
 DATE OF INSPECTION: July 6, 2021

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

- Is control valve open? Yes No _____
- Are chains and lock or tamper switch in good condition N/A Yes No _____
- Painted or Corroded sprinkler heads? Yes No _____
- Main Drain? Yes No _____
- Inspectors test valve? Yes No I did not locate
- Siamese connection? Yes No the valve.
- Drain valve? Yes No _____
- Ball Drip valve? Yes No _____
- Curb Box? Yes No _____

2. OS&Y Valve (Choose One) Tamper Switch Chain and Lock

3. **Gauges:**

- Are gauges showing pressure? Yes No _____
- Do gauges appear to be in good condition? Yes No _____

4. **Spared sprinkler box:**

- Does the box have sprinkler heads in it? Yes No _____
- Does the box have a sprinkler wrench? Yes No _____

5. **Alarm System:**

- Is alarm visible? Yes No _____
- Central Alarm system Local Alarm

6. **Signs**

- Are signs in place? Yes No _____

Customer: Print Name: Denisse Montan Signature: [Signature]



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FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

Building Address: Sarsen Realty-416 Willis Avenue, Bronx, NY 10454

Contact person: 212-645-0101

TYPE OF SYSTEM: WET [checked] DRY []

MONTHLY INSPECTION: YES [checked] NO [] N/A []

DATE OF INSPECTION: June 14, 2021

Monthly Inspections:

1. Control Valves:

Comment on all "NO" Answers

- Is control valve open? [checked] Yes [] No
Are chains and lock or tamper switch in good condition [] N/A [checked] Yes [] No
Painted or Corroded sprinkler heads? [] Yes [checked] No
Main Drain? [checked] Yes [] No
Inspectors test valve? [checked] Yes [] No
Siamese connection? [checked] Yes [] No
Drain valve? [checked] Yes [] No
Ball Drip valve? [checked] Yes [] No
Curb Box? [checked] Yes [] No

2. OS&Y Valve (Choose One) [checked] Tamper Switch [] Chain and Lock

3. Gauges:

- Are gauges showing pressure? [checked] Yes [] No
Do gauges appear to be in good condition? [checked] Yes [] No

4. Spared sprinkler box:

- Does the box have sprinkler heads in it? [checked] Yes [] No
Does the box have a sprinkler wrench? [checked] Yes [] No

5. Alarm System:

- Is alarm visible? [checked] Yes [] No
[checked] Central Alarm system [] Local Alarm

6. Signs

- Are signs in place? [checked] Yes [] No

Customer: Print Name: C. Martinez Signature: _____

Form for Inspection, Testing and Maintenance of Wet Pipe Fire Sprinkler Systems

Wet



This form covers the minimum requirements of NFPA 25-2008 for wet pipe fire sprinkler systems connected to water supplies without tanks or fire pumps. Separate forms are available for inspection, testing and maintenance of fire pumps, tanks, and other fire protection systems. More frequent inspection, testing and maintenance may be necessary depending on the conditions of the occupancy and the water supply. The work covered on this form is (check one): Monthly Quarterly Annual Third Year Fifth Year

Owner: _____ Owner's Phone Number: _____

Owner's Address: _____

Property Being Evaluated: _____

Property Address: 416 Mittel Ave

Date of Work: 6/14/21 All responses refer to the current work (inspection, testing and maintenance) performed on this date.

Notes: 1) All questions are to be answered Yes, No, or Not Applicable. All "No" answers are to be explained in Part III of this form.
2) Inspection, Testing and Maintenance are to be performed with water supplies (including fire pumps) in service, unless the impairment procedures of Chapter 15 of NFPA 25 are followed.

Part I – Owner's Section

- A. Is the building occupied? Yes No
- B. Has the occupancy and hazard of contents remained the same since the last inspection? Yes No
- C. Are all fire protection systems in service? Yes No
- D. Has the system remained in service without modification since the last inspection? Yes No
- E. Was the system free of actuation of devices or alarms since the last inspection? Yes No
- F. Name and address of property insurance contact: _____

G. Policy number (if known): _____

Q. Martinez

Owner or Representative (print name) Signature and Date

Part II – Inspector's Section

A. Inspections

1. Daily and Weekly Items

- a. Control valves supervised with seals passed inspection in accordance with II.A.2.a below? Yes No N/A
- b. Backflow preventers:
 - 1. Accessible and isolation valves open? Yes No N/A
 - 2. Sealed, locked or supervised? Yes No N/A
 - 3. Relief port on RPZ not discharging? Yes No N/A

2. Monthly Inspection Items (in addition to above items)

- a. Control valves and valves on backflow preventers with locks or electrical supervision:
 - 1. In correct (open or closed) position? Yes No N/A
 - 2. Lock or supervision in place? Yes No N/A
 - 3. Accessible and free from external leaks? Yes No N/A
 - 4. Provided with appropriate wrenches? Yes No N/A
 - 5. Provided with appropriate identification? Yes No N/A
- b. Sprinkler wrench with spare sprinklers? Yes No N/A
- c. Gages on system in good condition and showing normal water supply pressure? Yes No N/A
- d. Alarm valve free from physical damage, trim in correct (open or closed) position and no leakage from retarding chamber or drains? Yes No N/A

3. Quarterly Inspection Items (in addition to above items)

- a. Fire department connections visible, accessible, couplings and swivels not damaged, gaskets in place and in good condition, identification sign(s) in place, check valve is not leaking, clapper in place and operating properly and automatic drain valve in place and operating properly? Yes No N/A
(If plugs or caps are not in place, inspect interior for obstructions)
- b. Alarm devices free from physical damage? Yes No N/A

3. Quarterly Inspection Items (continued)

- c. Pressure reducing valves in open position, not leaking, with downstream pressure per design criteria, and in good condition with handwheels not broken? Yes No N/A
- d. Hydraulic nameplate (calculated systems) securely attached to riser and legible? Yes No N/A

4. Annual Inspection Items (in addition to above items)

- a. Proper number and type of spare sprinklers? Yes No N/A
- b. Visible sprinklers:
 - 1. Proper position (upright, pendent, sidewall)? Yes No N/A
 - 2. Free of corrosion and physical damage? Yes No N/A
 - 3. Proper clearance below sprinklers? Yes No N/A
 - 4. Free of foreign materials including paint? Yes No N/A
 - 5. Liquid in all glass bulb sprinklers? Yes No N/A
- c. Visible pipe:
 - 1. In good condition/no external corrosion? Yes No N/A
 - 2. No mechanical damage or leaks? Yes No N/A
 - 3. No external loads? Yes No N/A

- d. Visible pipe hangers and seismic braces not damaged or loose? Yes No N/A
- e. Hose, hose couplings and nozzles on sprinkler system passed inspection per NFPA 1962? Yes No N/A
- f. Adequate heat in areas with wet piping? Yes No N/A
- g. Internal inspection of the pipe performed in the last 5 years (remove a flushing connection and one sprinkler near the end of a branch line)? Yes No N/A
(If "No", conduct internal inspection)

5. Fifth Year Inspection Items (in addition to above items)

- a. Alarm valves and associated strainers, filters and restricted orifices passed internal inspection? Yes No N/A
- b. Check valves internally inspected, all parts operate properly and are in good condition? Yes No N/A
- c. Internal pipe inspection performed per 4.g? Yes No N/A

B. Testing

Report any failures on Part III of this form.

1. Quarterly Tests

- a. Mechanical waterflow alarm devices passed tests by opening the inspector's test connection with alarms actuating and flow observed? Yes No N/A
- b. Post indicating valves opened until spring or torsion felt in the rod then closed back ¼ turn? Yes No N/A
- c. Main drain test for system downstream of backflow device or pressure reducing valve:

- 1. Record static pressure _____ psi, residual pressure _____ psi
- 2. Was flow observed? Yes No N/A
- 3. Are results comparable to previous tests? Yes No N/A



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FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

Building Address: Sarsen Realty-416 Willis Avenue, Bronx, NY 10454
 Contact person: 212-645-0101

TYPE OF SYSTEM: WET DRY
 MONTHLY INSPECTION: YES NO N/A
 DATE OF INSPECTION: May 17, 2021

Monthly Inspections:

1. **Control Valves:** Comment on all "NO" Answers
- Is control valve open? Yes No _____
- Are chains and lock or tamper switch in good condition N/A Yes No _____
- Painted or Corroded sprinkler heads? Yes No _____
- Main Drain? Yes No _____
- Inspectors test valve? Yes No _____
- Siamese connection? Yes No _____
- Drain valve? Yes No _____
- Ball Drip valve? Yes No _____
- Curb Box? Yes No _____
2. OS&Y Valve (Choose One) Tamper Switch Chain and Lock
3. **Gauges:**
- Are gauges showing pressure? Yes No _____
- Do gauges appear to be in good condition? Yes No _____
4. **Spared sprinkler box:**
- Does the box have sprinkler heads in it? Yes No _____
- Does the box have a sprinkler wrench? Yes No _____
5. **Alarm System:**
- Is alarm visible? Yes No _____
- Central Alarm system Local Alarm
6. **Signs**
- Are signs in place? Yes No _____

Customer: Print Name: Elizabeth Maldonado Signature: Elizabeth Maldonado



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FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

Building Address: Sarsen Realty-416 Willis Avenue, Bronx, NY 10454
 Contact person: 212-645-0101

TYPE OF SYSTEM: WET DRY
 MONTHLY INSPECTION: YES NO N/A
 DATE OF INSPECTION: April 15, 2021

Monthly Inspections:

1. **Control Valves:** Comment on all "NO" Answers
- Is control valve open? Yes No _____
- Are chains and lock or tamper switch in good condition N/A Yes No _____
- Painted or Corroded sprinkler heads? Yes No _____
- Main Drain? Yes No _____
- Inspectors test valve? Yes No _____
- Siamese connection? Yes No _____
- Drain valve? Yes No _____
- Ball Drip valve? Yes No _____
- Curb Box? Yes No _____
2. OS&Y Valve (Choose One) Tamper Switch Chain and Lock
3. **Gauges:**
- Are gauges showing pressure? Yes No _____
- Do gauges appear to be in good condition? Yes No _____
4. **Spared sprinkler box:**
- Does the box have sprinkler heads in it? Yes No _____
- Does the box have a sprinkler wrench? Yes No _____
5. **Alarm System:**
- Is alarm visible? Yes No _____
- Central Alarm system Local Alarm
6. **Signs**
- Are signs in place? Yes No _____

Customer: Print Name: Dana Patterson Signature: [Signature]

LEGACY COLLEGE PREPARATORY
CHARTER SCHOOL

BRONX, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2021
(With Comparative Totals for 2020)

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Legacy College Preparatory Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Legacy College Preparatory Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Legacy College Preparatory Charter School as of June 30, 2021, and the changes in its net assets, functional expenses, and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Legacy College Preparatory Charter School's June 30, 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 27, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 5, 2021 on our consideration of Legacy College Preparatory Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Legacy College Preparatory Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 5, 2021

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals for 2020)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 2,035,470	\$ 1,048,712
Grants and contracts receivables	522,887	145,524
Accounts receivable	-	74,286
Prepaid expenses	475,766	118,960
TOTAL CURRENT ASSETS	<u>3,034,123</u>	<u>1,387,482</u>
<u>PROPERTY AND EQUIPMENT, net</u>	591,803	496,228
<u>OTHER ASSETS</u>		
Security deposits	1,014,730	1,014,730
Cash in escrow	75,067	75,044
	<u>1,089,797</u>	<u>1,089,774</u>
TOTAL ASSETS	<u>\$ 4,715,723</u>	<u>\$ 2,973,484</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 259,630	\$ 136,537
Accrued payroll and benefits	278,786	267,758
TOTAL CURRENT LIABILITIES	<u>538,416</u>	<u>404,295</u>
<u>OTHER LIABILITIES</u>		
Paycheck Protection Program loan payable	-	729,057
Deferred rent payable	350,000	-
TOTAL LIABILITIES	888,416	1,133,352
<u>NET ASSETS, without donor restrictions</u>	<u>3,827,307</u>	<u>1,840,132</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 4,715,723</u>	<u>\$ 2,973,484</u>

The accompanying notes are an integral part of the financial statements.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 8,086,444	\$ 6,138,211
Students with disabilities	922,813	633,966
Grants and contracts:		
State and local	32,348	127,650
Federal - Title and IDEA	424,396	294,984
Federal - other	240,582	14,608
Food Service/Child Nutrition Program	84,561	149,049
NYC DOE Rental Assistance	<u>2,370,081</u>	<u>1,569,224</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,161,225	8,927,692
Expenses:		
Program services:		
Regular education	8,009,573	6,214,972
Special education	<u>1,996,156</u>	<u>1,459,701</u>
Total program services	10,005,729	7,674,673
Management and general	<u>1,025,191</u>	<u>808,377</u>
TOTAL OPERATING EXPENSES	<u>11,030,920</u>	<u>8,483,050</u>
SURPLUS FROM SCHOOL OPERATIONS	1,130,305	444,642
Support and other revenue:		
Contributions		
Individuals	-	31,456
Corporations	-	12,633
Fundraising	91,002	-
Interest income	22	29
Miscellaneous income	36,789	42,628
Paycheck Protection Program note payable forgiveness	<u>729,057</u>	<u>-</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>856,870</u>	<u>86,746</u>
CHANGE IN NET ASSETS	1,987,175	531,388
Net assets at beginning of year	<u>1,840,132</u>	<u>1,308,744</u>
NET ASSETS AT END OF YEAR	<u>\$ 3,827,307</u>	<u>\$ 1,840,132</u>

The accompanying notes are an integral part of the financial statements.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	Year ended June 30,						
	2021					2020	
	No. of Positions	Regular Education	Special Education	Sub-total	Supporting Services Management and General	Total	Total
Personnel services costs:							
Administrative staff personnel	16	\$ 947,494	\$ 236,135	\$ 1,183,629	\$ 208,876	\$ 1,392,505	\$ 1,145,112
Instructional personnel	50	3,033,181	755,933	3,789,114	-	3,789,114	2,746,906
Total salaries and staff	66	3,980,675	992,068	4,972,743	208,876	5,181,619	3,892,018
Fringe benefits and payroll taxes		765,673	190,822	956,495	40,177	996,672	778,627
Retirement		23,900	5,956	29,856	1,254	31,110	24,226
Legal services		-	-	-	3,557	3,557	8,378
Accounting/Audit services		-	-	-	33,000	33,000	27,050
Other Purchased/Professional/							
Consulting Services		31,915	7,954	39,869	302,967	342,836	399,790
Building rent		2,177,421	542,660	2,720,081	-	2,720,081	1,620,293
Repairs and maintenance		39,851	9,932	49,783	-	49,783	56,625
Insurance		58,510	14,582	73,092	12,899	85,991	37,057
Supplies/Materials		183,648	45,769	229,417	-	229,417	278,336
Equipment/Furnishings		40,412	10,072	50,484	72,703	123,187	27,962
Staff development		48,102	11,988	60,090	64,606	124,696	162,801
Marketing/Recruitment		57,045	14,217	71,262	-	71,262	87,728
Technology		188,058	46,868	234,926	140,736	375,662	53,212
Food service		78,934	19,672	98,606	-	98,606	381,952
Student services		142,492	35,512	178,004	-	178,004	277,144
Office expense		-	-	-	132,142	132,142	156,382
Depreciation and amortization		192,937	48,084	241,021	-	241,021	182,298
Other		-	-	-	12,274	12,274	31,171
		<u>\$ 8,009,573</u>	<u>\$ 1,996,156</u>	<u>\$ 10,005,729</u>	<u>\$ 1,025,191</u>	<u>\$ 11,030,920</u>	<u>\$ 8,483,050</u>

The accompanying notes are an integral part of the financial statements.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 1,987,175	\$ 531,388
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	241,021	182,298
Forgiveness of Paycheck Protection Program note payable	(729,057)	-
Changes in certain assets and liabilities affecting operations:		
Grants and contracts receivables	(377,363)	399,479
Accounts receivable	74,286	(74,286)
Prepaid expenses	(356,806)	7,269
Accounts payable and accrued expenses	76,347	(36,330)
Accrued payroll and benefits	11,028	32,364
Deferred revenue	-	(21,812)
Deferred rent	350,000	-
	<u>1,276,631</u>	<u>1,020,370</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,276,631	1,020,370
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(289,850)	(214,626)
Security deposits	-	(607,870)
	<u>(289,850)</u>	<u>(822,496)</u>
NET CASH USED FOR INVESTING ACTIVITIES	(289,850)	(822,496)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Paycheck Protection Program borrowings	-	729,057
	<u>-</u>	<u>729,057</u>
NET CASH PROVIDED FROM FINANCING ACTIVITIES	-	729,057
NET INCREASE IN CASH AND RESTRICTED CASH	986,781	926,931
Cash and restricted cash at beginning of year	<u>1,123,756</u>	<u>196,825</u>
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 2,110,537</u>	<u>\$ 1,123,756</u>

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS, Cont'd

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Reconciliation of cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	\$ 2,035,470	\$ 1,048,712
Cash in escrow	<u>75,067</u>	<u>75,044</u>
Total cash and restricted cash shown in the statement of cash flows	<u>\$ 2,110,537</u>	<u>\$ 1,123,756</u>
 <u>NON-CASH OPERATING AND INVESTING ACTIVITIES</u>		
Purchases of property and equipment included in accounts payable	<u>\$ 46,746</u>	<u>\$ 24,800</u>

The accompanying notes are an integral part of the financial statements.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Legacy College Preparatory Charter School (the “Charter School”) is an educational corporation that operates as a charter school in Bronx, New York. The Charter School provides a full range of educational services appropriate for grades six through twelve. On October 11, 2016, the Board of Trustees of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years through July 2022 beginning when instruction began. The School requested a five year renewal in August 2021.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit Charter Schools. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, 2021 or 2020.

Revenue and support recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

The Charter School records substantially all revenues over time as follows:

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public-school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

Rental assistance

Facilities rental assistance funding is provided by the New York City Dept of Education (NYCDOE) to qualifying charter schools located in the five boroughs of NYC. In order to receive rental assistance funding, a charter school must have commenced instruction or added grade levels in the 2014-15 school year or thereafter and go through a space request process with the NYCDOE. If NYCDOE is not able to provide adequate space, the charter school can become eligible for rental assistance. Rental assistance is calculated as the lesser of 30% of the per-pupil tuition rate for NYC times the number of students enrolled, or actual total rental costs. As rental assistance is based on the number of students enrolled, revenue is recognized throughout the year as educational programming is provided to students.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	2021	2020	2019
Accounts receivable	\$ -	\$ 74,286	\$ -

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions and unconditional promises to give are recorded as revenue in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same period for a specific purpose is classified as revenue without donor restrictions.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets related from restrictions.

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There were no amounts reported as deferred revenue at June 30, 2021 or 2020.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The amount in escrow was \$75,067 and \$75,044 at June 30, 2021 and 2020, respectively. The agreement requires \$25,000 be placed in escrow each of the first three years of operations and a balance of \$75,000 be maintained to fund any audit and legal expenses incurred should the Charter School cease operations and dissolve.

Grants and contracts receivables

Grants and contracts receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2021 or 2020.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to five years. Leasehold improvements are being amortized over the term of the lease.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributed Services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. The Charter School was unable to determine a value for these services.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the periods ended June 30, 2018 through the year ended June 30, 2021 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruitment costs approximated \$71,300 and \$87,700 for the years ended June 30, 2021 and 2020, respectively.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2020

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

New accounting pronouncements

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Charter School is currently evaluating the provisions of this update to determine the impact it will have on the Charter School's financial statements.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 5, 2021, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted, except as disclosed in Note A.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal year 2021 and 2020.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2021 and 2020:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Cash	\$ 2,035,470	\$ 1,048,712
Grants and contracts receivables	522,887	145,524
Accounts receivable	<u>-</u>	<u>74,286</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 2,558,357</u>	<u>\$ 1,268,522</u>

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2021 and 2020 consisted of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Leasehold improvements	\$ 87,301	\$ 56,065
Furniture and fixtures	511,779	263,591
Computer equipment	357,373	325,288
Machinery and equipment	<u>216,855</u>	<u>191,768</u>
	1,173,308	836,712
Less accumulated depreciation	<u>581,505</u>	<u>340,484</u>
	<u>\$ 591,803</u>	<u>\$ 496,228</u>

NOTE D: SCHOOL FACILITY

The Charter School leased its facilities from a third party through June 30, 2020. During 2018, the lease was amended to include utilities and use of the second floor of the facility. Under the amended lease, annual base rent was increased to \$931,224 through July 31, 2019. For the period from August 1, 2019 through July 31, 2020, annual base rent increased to \$1,627,224. Including other rental costs, rent expense incurred under this lease for the year ended June 30, 2020 was approximately \$1,620,000. During June 2020, effective July 1, 2020, the Charter School entered into an assignment agreement with the third party whereby the lease agreement was assigned to Friends of Legacy, a separate but related entity. The Charter School then entered into a sublease agreement with Friends of Legacy to rent the facility for two years at \$1,338,083 per year. The Charter School has also provided a guarantee to the Overlandlord related to the payment of lease payments from Friends of Legacy to the Overlandlord.

In June 2020, the Charter School executed a sublease agreement with Friends of Legacy for an additional facility, 332 E. 149th Street, commencing July 2020. The sublease agreement calls for annual base rent of \$1,031,998 through June 30, 2021, increasing to \$1,731,998 through June 30, 2022. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid was credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2021. Rent expense incurred under these leases for the year ended June 30, 2021 was approximately \$2,370,000. The Charter School has also provided a guarantee to the Overlandlord related to the payment of lease payments from Friends of Legacy to the Overlandlord.

The future minimum payments required under these agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	<u>\$ 3,335,000</u>

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE D: SCHOOL FACILITY, Cont'd

In conjunction with these facility leases, and an additional property that is being negotiated, the Charter School paid security deposits of \$1,014,730 which is included in security deposits on the accompanying statement of financial position at both June 30, 2021 and 2020.

NOTE E: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims

NOTE F: CONCENTRATIONS

There were no accounts, grants and contracts receivable due from New York State agencies relating to certain grants at June 30, 2021. At June 30, 2020, 34% of accounts, grants and contracts receivables are due from New York State agencies relating to certain grants. At June 30, 2021 and 2020, approximately 100% and 66%, respectively, of accounts, grants and contract receivables are due from the federal government relating to certain grants.

For the years ended June 30, 2021 and 2020, 74% and 77%, respectively, of total revenue, gains and other support came from per-pupil funding provided by New York State through the New York City School District. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located. For the years ended June 30, 2021 and 2020, 19% and 18%, respectively, of revenue and support was from the NYC DOE rental assistance.

NOTE G: RETIREMENT PLAN

The Charter School sponsors a 403(b) retirement plan (the "Plan") for its employees. All employees who work more than 20 hours per week are immediately eligible to participate in the Plan. Employees can make pretax contributions up to a maximum of 100% of their annual compensation to the Plan, subject to IRS restrictions. The Charter School matches the employee contribution up to 3% of the employee's annual compensation. The Charter School contributed approximately \$31,000 and \$24,000 to the Plan for the years ended June 30, 2021 and 2020, respectively

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE H: OPERATING LEASE

The Charter School entered into non-cancelable lease agreements for office equipment expiring at various dates through June 2024. The future minimum payments on these agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 26,400
2023	21,700
2024	15,000
	<u>\$ 63,100</u>

NOTE I: NET ASSETS

Net assets without donor restrictions are as follows:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Undesignated	\$ 3,235,504	\$ 1,343,904
Invested in property and equipment	591,803	496,228
	<u>\$ 3,827,307</u>	<u>\$ 1,840,132</u>

NOTE J: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

NOTE K: PAYCHECK PROTECTION PROGRAM NOTE PAYABLE

In response to the COVID-19 outbreak, the Charter School applied for and was approved by a bank for a loan of \$729,057 through the Paycheck Protection Program established by the Small Business Administration. The loan has a maturity of 2 years and an interest rate of 1%. The loan has the potential for forgiveness provided certain requirements are met by the Charter School. The loan was funded on May 1, 2020. Due to the potential forgiveness and the fact that repayment terms were not finalized, the entire balance is classified as long-term as of June 30, 2020. On May 28, 2021, the Small Business Administration approved the forgiveness of the loan and all accrued interest, which is reported in support and other revenue on the accompanying statement of activities as of June 30, 2021.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE L: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus (the “COVID-19 outbreak”) and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School’s financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2022.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$190,632 of revenue relative to ESSER grants during the year ended June 30, 2021.

NOTE M: RENEWAL PROCESS

The Charter School is currently in the process of renewing its charter by the New York State Board of Regents. The charter currently expires July 31, 2022. The renewal process includes review by the State University of New York Charter Schools Institute (CSI) of various operational and governance aspects, including fiscal health and internal controls, board governance, and academic performance. The Charter School has submitted its application for renewal. Upon review of the application and results, CSI will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time, management of the Charter School expects the charter to be renewed.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Legacy College Preparatory Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Legacy College Preparatory Charter School, which comprise the statement of financial position as of June 30, 2021 and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 5, 2021.

Internal Control over Financial Reporting

Management of Legacy College Preparatory Charter School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit of the financial statements, we considered Legacy College Preparatory Charter School's internal control over financial reporting (internal control) to determine the audit procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Legacy College Preparatory Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Legacy College Preparatory Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Legacy College Preparatory Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we have reported to management of Legacy College Preparatory Charter School in a separate letter dated October 5, 2021.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Mengel, Metzger, Barz & Co. LLP

Rochester, New York
October 5, 2021

LEGACY COLLEGE PREPARATORY
CHARTER SCHOOL

REPORT TO THE FINANCE COMMITTEE

JUNE 30, 2021

October 5, 2021

Finance Committee
Legacy College Preparatory Charter School

We have audited the financial statements of Legacy College Preparatory Charter School as of June 30, 2021 and have issued our report thereon dated October 5, 2021. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated May 27, 2021, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in conformity with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the internal control of Legacy College Preparatory Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to management.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence. Safeguards in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable and experienced finance committee and outsourced financial team who reviews draft financial statements prior to issuance and accepts responsibility for them.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Legacy College Preparatory Charter School is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2021. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the allocations of costs for the statement of functional expenses and the collectability of grants receivable. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Legacy College Preparatory Charter School's financial statements relate to revenue and support recognition, which is referred to in the notes of the financial statements.

Significant Difficulties Encountered during the Audit

We are pleased to report we encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of our audit procedures and corrected by management were material, either individually or in the aggregate, to the financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Legacy College Preparatory Charter School's financial statements or the auditor's report. We are pleased to report no such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Legacy College Preparatory Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Legacy College Preparatory Charter School's auditors.

Status of matters included in our letter as of June 30, 2020 dated April 29, 2021

Special Education Services (updated based on support received on April 29, 2021)

During our 2019 and 2018 audits, we noted certain students receiving special education services were not being provided with all of the services described in their IEP, specifically Social Studies and Science. Certain services, speech-language therapy, PT and OT are provided by outside organizations that bill the State. These services are not paid for by the School and, therefore, not billed by the School. It was indicated the Charter School communicated this to parents verbally and works with the Committee on Special Education to modify the applicable IEPs for the misalignment of services.

Recommendation

We recommended the Charter School communicate in writing to the parents if the School is unable to provide all services included on a student's IEP and the alternative steps taken to meet the needs of the student.

Status as of June 30, 2021

We noted the Charter School communicates in writing to the parent if it is unable to provide all services included on a student's IEP. The Charter School sends a letter to the parent requesting acknowledgement.

Dual Signatures

During our 2020, 2019 and 2018 audits, we noted instances of checks over \$5,000 that were only signed by the Director of Operations. The Financial Policies and Procedures Manual required signatures from the Director of Operations and the Board Treasurer for checks over \$5,000. In 2021, the threshold was increased to \$10,000 requiring dual signatures. In 2021, we did not note any issues.

Recommendation

Comment has been addressed.

* * * * *

Should you desire further information concerning these matters, Ray Jacobi or Caitlin Langmead will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees, Finance Committee and management of Legacy College Preparatory Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,



MENGEL, METZGER, BARR & CO. LLP



Transmittal Form
Annual Financial Statement Audit Report
for SUNY Authorized Charter Schools

Charter School Name:	Legacy College Preparatory Charter School
Audit Period:	2020-21
Prior Period:	2019-20
Report Due Date:	Monday, November 1, 2021
School Fiscal Contact Name:	Bryson Wilson
School Fiscal Contact Email:	[REDACTED]
School Fiscal Contact Phone:	[REDACTED]
School Audit Firm Name:	Mengel, Metzger, Barr & Co. LLP
School Audit Contact Name:	Ray Jocobi
School Audit Contact Email:	[REDACTED]
School Audit Contact Phone:	[REDACTED]

SUNY CHARTER SCHOOLS INSTITUTE - Reporting Requirements:

Online Portal: <https://my.epicenternow.org/>

Required 8 Items:

- 1) The independent auditor's report on financial statements and notes;
- 2) Excel template file with appropriate sheets completed: Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets; and
- 3) Reports on internal controls over financial reporting and on compliance.

And, if applicable:

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of \$750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc. If not applicable enter "N/A."

	<i>If not included, state the reason(s) below. Or, if not applicable fill in "N/A":</i>
4) Management Letter	
5) Management Letter Response	
6) Form 990; or Extension Form 8868	
7) Federal Single Audit/ Uniform Guidance in 2 CFR Part 200, Subpart F	
8) Corrective Action Plan	

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

Statement of Activities

as of June 30, 2021

	2020-21			2019-20
	Without Donor Restrictions	With Donor Restrictions	Total	Total
REVENUE, GAINS AND OTHER SUPPORT				
Public School District				
Resident Student Enrollment	\$ 8,086,444	\$ -	\$ 8,086,444	\$ 6,138,211
Students with disabilities	922,813	-	922,813	633,966
Grants and Contracts				
State and local	32,348	-	32,348	127,650
Federal - Title and IDEA	424,396	-	424,396	294,984
Federal - Other	240,582	-	240,582	14,608
Other	-	-	-	-
NYC DoE Rental Assistance	2,370,081	-	2,370,081	1,569,224
Food Service/Child Nutrition Program	84,561	-	84,561	149,049
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,161,225	-	12,161,225	8,927,692
EXPENSES				
Program Services				
Regular Education	\$ 8,009,573	\$ -	\$ 8,009,573	\$ 6,214,972
Special Education	1,996,156	-	1,996,156	1,459,701
Other Programs	-	-	-	-
Total Program Services	10,005,729	-	10,005,729	7,674,673
Management and general	1,025,191	-	1,025,191	808,377
Fundraising	-	-	-	-
TOTAL OPERATING EXPENSES	11,030,920	-	11,030,920	8,483,050
SURPLUS / (DEFICIT) FROM SCHOOL OPERATIONS	1,130,305	-	1,130,305	444,642
SUPPORT AND OTHER REVENUE				
Contributions				
Foundations	\$ -	\$ -	\$ -	\$ -
Individuals	-	-	-	31,456
Corporations	-	-	-	12,633
Fundraising	91,002	-	91,002	-
Interest income	22	-	22	29
Miscellaneous income	36,789	-	36,789	42,628
Net assets released from restriction	729,057	-	729,057	-
TOTAL SUPPORT AND OTHER REVENUE	856,870	-	856,870	86,746
CHANGE IN NET ASSETS	1,987,175	-	1,987,175	531,388
NET ASSETS BEGINNING OF YEAR	1,840,132	-	1,840,132	1,308,744
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS END OF YEAR	\$ 3,827,307	\$ -	\$ 3,827,307	\$ 1,840,132

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL
Statement of Cash Flows
as of June 30, 2021

	<u>2020-21</u>	<u>2019-20</u>
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	\$ 1,987,175	\$ 531,388
Revenues from School Districts	-	-
Accounts Receivable	74,286	(74,286)
Due from School Districts	-	-
Depreciation	241,021	182,298
Grants Receivable	(377,363)	399,479
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	(356,806)	7,269
Accounts Payable	76,347	(36,330)
Accrued Expenses	-	-
Accrued Liabilities	11,028	32,364
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	(21,812)
Interest payments	-	-
Other	350,000	-
Other	(729,057)	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	\$ 1,276,631	\$ 1,020,370
CASH FLOWS - INVESTING ACTIVITIES		
Purchase of equipment	(289,850)	(214,626)
Other	-	(607,870)
NET CASH PROVIDED FROM INVESTING ACTIVITIES	\$ (289,850)	\$ (822,496)
CASH FLOWS - FINANCING ACTIVITIES		
Principal payments on long-term debt	-	-
Other	-	729,057
NET CASH PROVIDED FROM FINANCING ACTIVITIES	\$ -	\$ 729,057
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	\$ 986,781	\$ 926,931
Cash at beginning of year	1,123,756	196,825
CASH AND CASH EQUIVALENTS AT END OF YEAR	\$ 2,110,537	\$ 1,123,756

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL
Statement of Functional Expenses
as of June 30, 2021

		2020-21							2019-20	
		Program Services				Supporting Services				
No. of Positions		Regular Education	Special Education	Other Education	Total	Fund-raising	Management and General	Total	Total	
		\$	\$	\$	\$	\$	\$	\$	\$	\$
Personnel Services Costs										
Administrative Staff Personnel	16.00	947,494	236,135	-	1,183,629	-	208,876	208,876	1,392,505	1,145,112
Instructional Personnel	50.00	3,033,181	755,933	-	3,789,114	-	-	-	3,789,114	2,746,906
Non-Instructional Personnel	-	-	-	-	-	-	-	-	-	-
Total Salaries and Staff	66.00	3,980,675	992,068	-	4,972,743	-	208,876	208,876	5,181,619	3,892,018
Fringe Benefits & Payroll Taxes										
Retirement		765,673	190,822	-	956,495	-	40,177	40,177	996,672	778,627
Management Company Fees		23,900	5,956	-	29,856	-	1,254	1,254	31,110	24,226
Legal Service		-	-	-	-	-	-	-	-	-
Accounting / Audit Services		-	-	-	-	-	3,557	3,557	3,557	8,378
Other Purchased / Professional / Consulting Services		-	-	-	-	-	33,000	33,000	33,000	27,050
Building and Land Rent / Lease / Facility Finance Interest		31,915	7,954	-	39,869	-	302,967	302,967	342,836	399,790
Repairs & Maintenance		2,177,421	542,660	-	2,720,081	-	-	-	2,720,081	1,620,293
Insurance		39,851	9,932	-	49,783	-	-	-	49,783	56,625
Utilities		58,510	14,582	-	73,092	-	12,899	12,899	85,991	37,057
Supplies / Materials		-	-	-	-	-	-	-	-	-
Equipment / Furnishings		183,648	45,769	-	229,417	-	-	-	229,417	278,336
Staff Development		40,412	10,072	-	50,484	-	72,703	72,703	123,187	27,962
Marketing / Recruitment		48,102	11,988	-	60,090	-	64,606	64,606	124,696	162,801
Technology		57,045	14,217	-	71,262	-	-	-	71,262	87,728
Food Service		188,058	46,868	-	234,926	-	140,736	140,736	375,662	53,212
Student Services		78,934	19,672	-	98,606	-	-	-	98,606	381,952
Office Expense		142,492	35,512	-	178,004	-	-	-	178,004	277,144
Depreciation		-	-	-	-	-	132,142	132,142	132,142	156,382
OTHER		192,937	48,084	-	241,021	-	-	-	241,021	182,298
Total Expenses		-	-	-	-	-	12,274	12,274	12,274	31,171
		\$ 8,009,573	\$ 1,996,156	\$ -	\$ 10,005,729	\$ -	\$ 1,025,191	\$ 1,025,191	\$ 11,030,920	\$ 8,483,050



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Legacy College Preparatory Charter School
Name of trustee (print):	David Borsack
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Secretary
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

David Borsack

Digitally signed by: David Borsack
DN: CN = David Borsack email = dborsack@colescholz.com C = AD
Date: 2021.07.26 16:12:56 -0400

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	LEGACY COLLEGE PREP
Name of trustee (print):	DAVID CAMPUTO
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	CHAIR
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

David Camputo

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Legacy College Preparatory Charter School
Name of trustee (print):	Nkenge Ho-Shing
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Vice Chair
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation and in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: **Nikki Ho-Shing** Digitally signed by Nikki Ho-Shing
Date: 2021.07.28 16:32:50 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	LEGACY COLLEGE PREP
Name of trustee (print):	SOMNEERA FAZAL KHOKHAR
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	N/A
Email Address:	[REDACTED]

Home Address	Business Address
Please complete with <i>changes</i> only:	Please complete with <i>changes</i> only:
Street:	Business Name:
City, State Zip:	Street:
Phone:	City, State Zip:
	Phone:

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes, answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	
<input checked="" type="checkbox"/> None	

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

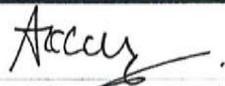
3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Legacy College Prep
Name of trustee (print):	Jared Parker
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Chair of Finance Committee
Email Address:	[REDACTED]

Home Address
Please complete with <i>changes</i> only:
Street:
City, State Zip:
Phone:

Business Address
Please complete with <i>changes</i> only:
Business Name:
Street:
City, State Zip:
Phone:

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. Yes No

1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:

Jared Parker

Digitally signed by Jared Parker
Date: 2021.07.12 17:48:08 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Legacy College Preparatory Charter School
Name of trustee (print):	Michael Rakiter
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Finance Committee Member
Email Address:	

Home Address	
Please complete with <i>changes</i> only:	
Street:	
City, State Zip:	
Phone:	

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: **Michael Rakiter** Digitally signed by Michael Rakiter
Date: 2021.07.27 11:46:53 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Legacy College Prep Charter School
Name of trustee (print):	John Sanchez
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Board Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Legacy College Prep
Name of trustee (print):	Hillary Swiggett
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	[REDACTED]
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabit with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature: **Hillary Swiggett** Digitally signed by Hillary Swiggett
Date: 2021.07.13 10:37:43 -07'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)

Name of education corporation:

Legacy College Prep

Name of trustee (print):

Patricia Virella

Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):

Academic Committee Chair

Email Address:

Home Address

Please complete with *changes* only:

Street:

City, State, Zip:

Phone:

Business Address

Please complete with *changes* only:

Business Name:

Street:

City, State Zip:

Phone:

Questions

1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check **yes**, answer 1a), 1b), and 1c)]. Yes No

1a) Description of the position:

1b) Salary:

1c) Start date:

2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"
-----------------------	--	---	--	-------------------------------------

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.



2021 DISCLOSURE OF FINANCIAL INTEREST FORM

Disclosure of financial interest by a not-for-profit charter school education corporation trustee
For the school year ended June 30, 2021

Education Corporation, Trustee Name and Position(s)	
Name of education corporation:	Legacy College Prep Charter School
Name of trustee (print):	Douglas Tyrone Washington
Position(s) on board, if any (e.g., chair, treasurer, committee chair, etc.):	Finance Committee Member
Email Address:	[REDACTED]

Home Address	
Please complete with <i>changes</i> only:	
Street:	[REDACTED]
City, State Zip:	[REDACTED]
Phone:	[REDACTED]

Business Address	
Please complete with <i>changes</i> only:	
Business Name:	
Street:	
City, State Zip:	
Phone:	

Questions	
1) Are you, or have you been during the last school year (July 1-June 30), an employee of the education corporation? [If you check yes , answer 1a), 1b), and 1c)].	<input type="radio"/> Yes <input checked="" type="radio"/> No
1a) Description of the position:	
1b) Salary:	
1c) Start date:	
2) Are you related, by blood, marriage, or legal adoption/guardianship, to, or do you cohabitate with, any person (any of the foregoing being an "interested person") who is, or, during the last school year (July 1-June 30), was employed by the education corporation, or who could otherwise benefit from your being a trustee? If yes, please identify each interest/transaction (and provide the requested information) that you ("self") or any interested persons have held or engaged in with the education corporation during the prior school year.	

None

Name and Relationship	Nature of Financial Interest/Transaction	Approximate Value of the Business Conducted	Steps Taken to Avoid a Conflict of Interest, (e.g., did not vote, did not participate in discussion)	Date of Transaction(s) or "Ongoing"

3) Identify each individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the education corporation *and* in which such entity, during the preceding school year (July 1 – June 30), you and/or an interested person had a financial interest or other relationship. If you or an interested person are a member, director, officer, or employee of an organization doing business with the education corporation through a management, shared services, or other services agreement, you need not list every transaction between such entity and the education corporation; rather, please identify only the name of the entity, the applicable position in the entity as well as the relationship between such entity and the education corporation.

None

Name and Relationship	Entity Conducting Business with the Education Corporation	Nature of the Person's Interest in the Entity	Nature of Business Conducted	Approximate Value of the Business Conducted	Steps Taken to Avoid Conflict of Interest	Date of Transaction(s) or "Ongoing"

Trustee Signature

Signature:



Digitally signed by Douglas Tyrone Washington
Date: 2021.07.18 16:01:42 -04'00'

By signing this Disclosure of Financial Interest Form, the trustee certifies that the information contained in this disclosure is true and accurate to the best of his or her knowledge.

LEGACY COLLEGE PREPARATORY
CHARTER SCHOOL

BRONX, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY
GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2021
(With Comparative Totals for 2020)

CONTENTS

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Legacy College Preparatory Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Legacy College Preparatory Charter School, which comprise the statement of financial position as of June 30, 2021, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Legacy College Preparatory Charter School as of June 30, 2021, and the changes in its net assets, functional expenses, and its cash flows for the year then ended, in accordance with accounting principles generally accepted in the United States of America.

Report on Summarized Comparative Information

We have previously audited Legacy College Preparatory Charter School's June 30, 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 27, 2020. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2020 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Report Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 5, 2021 on our consideration of Legacy College Preparatory Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Legacy College Preparatory Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Baw & Co. LLP

Rochester, New York
October 5, 2021

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2021

(With Comparative Totals for 2020)

<u>ASSETS</u>	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CURRENT ASSETS</u>		
Cash	\$ 2,035,470	\$ 1,048,712
Grants and contracts receivables	522,887	145,524
Accounts receivable	-	74,286
Prepaid expenses	475,766	118,960
TOTAL CURRENT ASSETS	<u>3,034,123</u>	<u>1,387,482</u>
<u>PROPERTY AND EQUIPMENT, net</u>	591,803	496,228
<u>OTHER ASSETS</u>		
Security deposits	1,014,730	1,014,730
Cash in escrow	75,067	75,044
	<u>1,089,797</u>	<u>1,089,774</u>
TOTAL ASSETS	<u>\$ 4,715,723</u>	<u>\$ 2,973,484</u>
<u>LIABILITIES AND NET ASSETS</u>		
<u>CURRENT LIABILITIES</u>		
Accounts payable and accrued expenses	\$ 259,630	\$ 136,537
Accrued payroll and benefits	278,786	267,758
TOTAL CURRENT LIABILITIES	<u>538,416</u>	<u>404,295</u>
<u>OTHER LIABILITIES</u>		
Paycheck Protection Program loan payable	-	729,057
Deferred rent payable	350,000	-
TOTAL LIABILITIES	888,416	1,133,352
<u>NET ASSETS, without donor restrictions</u>	<u>3,827,307</u>	<u>1,840,132</u>
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 4,715,723</u>	<u>\$ 2,973,484</u>

The accompanying notes are an integral part of the financial statements.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
Revenue, gains and other support:		
Public school district:		
Resident student enrollment	\$ 8,086,444	\$ 6,138,211
Students with disabilities	922,813	633,966
Grants and contracts:		
State and local	32,348	127,650
Federal - Title and IDEA	424,396	294,984
Federal - other	240,582	14,608
Food Service/Child Nutrition Program	84,561	149,049
NYC DOE Rental Assistance	<u>2,370,081</u>	<u>1,569,224</u>
TOTAL REVENUE, GAINS AND OTHER SUPPORT	12,161,225	8,927,692
Expenses:		
Program services:		
Regular education	8,009,573	6,214,972
Special education	<u>1,996,156</u>	<u>1,459,701</u>
Total program services	10,005,729	7,674,673
Management and general	<u>1,025,191</u>	<u>808,377</u>
TOTAL OPERATING EXPENSES	<u>11,030,920</u>	<u>8,483,050</u>
SURPLUS FROM SCHOOL OPERATIONS	1,130,305	444,642
Support and other revenue:		
Contributions		
Individuals	-	31,456
Corporations	-	12,633
Fundraising	91,002	-
Interest income	22	29
Miscellaneous income	36,789	42,628
Paycheck Protection Program note payable forgiveness	<u>729,057</u>	<u>-</u>
TOTAL SUPPORT AND OTHER REVENUE	<u>856,870</u>	<u>86,746</u>
CHANGE IN NET ASSETS	1,987,175	531,388
Net assets at beginning of year	<u>1,840,132</u>	<u>1,308,744</u>
NET ASSETS AT END OF YEAR	<u>\$ 3,827,307</u>	<u>\$ 1,840,132</u>

The accompanying notes are an integral part of the financial statements.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2021
 (With Comparative Totals for 2020)

	Year ended June 30,						
	2021					2020	
	No. of Positions	Regular Education	Special Education	Sub-total	Supporting Services Management and General	Total	Total
Personnel services costs:							
Administrative staff personnel	16	\$ 947,494	\$ 236,135	\$ 1,183,629	\$ 208,876	\$ 1,392,505	\$ 1,145,112
Instructional personnel	50	3,033,181	755,933	3,789,114	-	3,789,114	2,746,906
Total salaries and staff	66	3,980,675	992,068	4,972,743	208,876	5,181,619	3,892,018
Fringe benefits and payroll taxes		765,673	190,822	956,495	40,177	996,672	778,627
Retirement		23,900	5,956	29,856	1,254	31,110	24,226
Legal services		-	-	-	3,557	3,557	8,378
Accounting/Audit services		-	-	-	33,000	33,000	27,050
Other Purchased/Professional/							
Consulting Services		31,915	7,954	39,869	302,967	342,836	399,790
Building rent		2,177,421	542,660	2,720,081	-	2,720,081	1,620,293
Repairs and maintenance		39,851	9,932	49,783	-	49,783	56,625
Insurance		58,510	14,582	73,092	12,899	85,991	37,057
Supplies/Materials		183,648	45,769	229,417	-	229,417	278,336
Equipment/Furnishings		40,412	10,072	50,484	72,703	123,187	27,962
Staff development		48,102	11,988	60,090	64,606	124,696	162,801
Marketing/Recruitment		57,045	14,217	71,262	-	71,262	87,728
Technology		188,058	46,868	234,926	140,736	375,662	53,212
Food service		78,934	19,672	98,606	-	98,606	381,952
Student services		142,492	35,512	178,004	-	178,004	277,144
Office expense		-	-	-	132,142	132,142	156,382
Depreciation and amortization		192,937	48,084	241,021	-	241,021	182,298
Other		-	-	-	12,274	12,274	31,171
		<u>\$ 8,009,573</u>	<u>\$ 1,996,156</u>	<u>\$ 10,005,729</u>	<u>\$ 1,025,191</u>	<u>\$ 11,030,920</u>	<u>\$ 8,483,050</u>

The accompanying notes are an integral part of the financial statements.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>CASH FLOWS - OPERATING ACTIVITIES</u>		
Change in net assets	\$ 1,987,175	\$ 531,388
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	241,021	182,298
Forgiveness of Paycheck Protection Program note payable	(729,057)	-
Changes in certain assets and liabilities affecting operations:		
Grants and contracts receivables	(377,363)	399,479
Accounts receivable	74,286	(74,286)
Prepaid expenses	(356,806)	7,269
Accounts payable and accrued expenses	76,347	(36,330)
Accrued payroll and benefits	11,028	32,364
Deferred revenue	-	(21,812)
Deferred rent	350,000	-
	<u>1,276,631</u>	<u>1,020,370</u>
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,276,631	1,020,370
<u>CASH FLOWS - INVESTING ACTIVITIES</u>		
Purchases of property and equipment	(289,850)	(214,626)
Security deposits	-	(607,870)
	<u>(289,850)</u>	<u>(822,496)</u>
NET CASH USED FOR INVESTING ACTIVITIES	(289,850)	(822,496)
<u>CASH FLOWS - FINANCING ACTIVITIES</u>		
Paycheck Protection Program borrowings	-	729,057
	<u>-</u>	<u>729,057</u>
NET CASH PROVIDED FROM FINANCING ACTIVITIES	-	729,057
NET INCREASE IN CASH AND RESTRICTED CASH	986,781	926,931
Cash and restricted cash at beginning of year	<u>1,123,756</u>	<u>196,825</u>
CASH AND RESTRICTED CASH AT END OF YEAR	<u>\$ 2,110,537</u>	<u>\$ 1,123,756</u>

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS, Cont'd

YEAR ENDED JUNE 30, 2021
(With Comparative Totals for 2020)

	<u>Year ended June 30,</u>	
	<u>2021</u>	<u>2020</u>
<u>SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION</u>		
Reconciliation of cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash	\$ 2,035,470	\$ 1,048,712
Cash in escrow	<u>75,067</u>	<u>75,044</u>
Total cash and restricted cash shown in the statement of cash flows	<u>\$ 2,110,537</u>	<u>\$ 1,123,756</u>
 <u>NON-CASH OPERATING AND INVESTING ACTIVITIES</u>		
Purchases of property and equipment included in accounts payable	<u>\$ 46,746</u>	<u>\$ 24,800</u>

The accompanying notes are an integral part of the financial statements.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Legacy College Preparatory Charter School (the “Charter School”) is an educational corporation that operates as a charter school in Bronx, New York. The Charter School provides a full range of educational services appropriate for grades six through twelve. On October 11, 2016, the Board of Trustees of the University of the State of New York granted the Charter School a provisional charter valid for a term of five years through July 2022 beginning when instruction began. The School requested a five year renewal in August 2021.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit Charter Schools. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

Net Assets With Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, 2021 or 2020.

Revenue and support recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

The Charter School records substantially all revenues over time as follows:

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public-school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the Charter School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

Rental assistance

Facilities rental assistance funding is provided by the New York City Dept of Education (NYCDOE) to qualifying charter schools located in the five boroughs of NYC. In order to receive rental assistance funding, a charter school must have commenced instruction or added grade levels in the 2014-15 school year or thereafter and go through a space request process with the NYCDOE. If NYCDOE is not able to provide adequate space, the charter school can become eligible for rental assistance. Rental assistance is calculated as the lesser of 30% of the per-pupil tuition rate for NYC times the number of students enrolled, or actual total rental costs. As rental assistance is based on the number of students enrolled, revenue is recognized throughout the year as educational programming is provided to students.

The following table summarizes contract balances at their respective statement of financial position dates:

	<u>June 30,</u>		
	<u>2021</u>	<u>2020</u>	<u>2019</u>
Accounts receivable	\$ -	\$ 74,286	\$ -

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions and unconditional promises to give are recorded as revenue in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same period for a specific purpose is classified as revenue without donor restrictions.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributions are recorded as restricted support if they are received with donor stipulations that limit the use of the donated assets. When a donor restriction expires, that is, when a stipulated purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets related from restrictions.

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position. Amounts received prior to incurring qualifying expenditures are reported as deferred revenue in the accompanying statement of financial position. There were no amounts reported as deferred revenue at June 30, 2021 or 2020.

Cash

Cash balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to \$250,000 at each institution. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash.

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The amount in escrow was \$75,067 and \$75,044 at June 30, 2021 and 2020, respectively. The agreement requires \$25,000 be placed in escrow each of the first three years of operations and a balance of \$75,000 be maintained to fund any audit and legal expenses incurred should the Charter School cease operations and dissolve.

Grants and contracts receivables

Grants and contracts receivables are stated at the amount management expects to collect from outstanding balances. Management provides for probable uncollectible amounts based on its assessment of the current status of individual receivables from grants, agencies and others. Balances that are still outstanding after management has used reasonable collection efforts are written off against the allowance for doubtful accounts. There was no allowance for doubtful accounts at June 30, 2021 or 2020.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to five years. Leasehold improvements are being amortized over the term of the lease.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributed Services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. The Charter School was unable to determine a value for these services.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The tax returns for the periods ended June 30, 2018 through the year ended June 30, 2021 are still subject to potential audit by the IRS. Management of the Charter School believes it has no material uncertain tax positions and, accordingly it will not recognize any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruitment costs approximated \$71,300 and \$87,700 for the years ended June 30, 2021 and 2020, respectively.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2020

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2020, from which the summarized information was derived.

New accounting pronouncements

Leases

In February 2016, the FASB issued a new standard related to leases to increase transparency and comparability among entities by requiring the recognition of right-of-use ("ROU") assets and lease liabilities on the statement of financial position. Most prominent among the changes in the standard is the recognition of ROU assets and lease liabilities by lessees for those leases classified as operating leases under current U.S. GAAP. For nonpublic entities, the FASB voted on May 20, 2020, to extend the guidance in this new standard to be effective for fiscal years beginning after December 15, 2021, and interim periods within fiscal years beginning after December 15, 2022. The Charter School is currently evaluating the provisions of this standard to determine the impact the new standard will have on the Charter School's financial position or results of operations.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Gifts-in-kind

In September 2020, the FASB issued a new accounting update to improve transparency in the reporting of contributed nonfinancial assets, also known as gifts-in-kind. The update requires not-for-profit entities to present contributed nonfinancial assets separately on the statement of activities, apart from contributions of cash and other financial assets. In addition, the update requires not-for-profit entities to disclose in the notes to the financial statements a breakout of the different types of gifts-in-kind recognized, any donor restrictions associated with the gift, the valuation technique(s) used to arrive at the fair value measure, whether or not the gift-in-kind was monetized, and any policies on monetization. The update is effective for fiscal years beginning after June 15, 2021 and will be applied on a retrospective basis. The Charter School is currently evaluating the provisions of this update to determine the impact it will have on the Charter School's financial statements.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 5, 2021, which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted, except as disclosed in Note A.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of teaching, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a balanced budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash and shows positive cash generated by operations for fiscal year 2021 and 2020.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following at June 30, 2021 and 2020:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Cash	\$ 2,035,470	\$ 1,048,712
Grants and contracts receivables	522,887	145,524
Accounts receivable	<u>-</u>	<u>74,286</u>
Total financial assets available to management for general expenditures within one year	<u>\$ 2,558,357</u>	<u>\$ 1,268,522</u>

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment at June 30, 2021 and 2020 consisted of the following:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Leasehold improvements	\$ 87,301	\$ 56,065
Furniture and fixtures	511,779	263,591
Computer equipment	357,373	325,288
Machinery and equipment	<u>216,855</u>	<u>191,768</u>
	1,173,308	836,712
Less accumulated depreciation	<u>581,505</u>	<u>340,484</u>
	<u>\$ 591,803</u>	<u>\$ 496,228</u>

NOTE D: SCHOOL FACILITY

The Charter School leased its facilities from a third party through June 30, 2020. During 2018, the lease was amended to include utilities and use of the second floor of the facility. Under the amended lease, annual base rent was increased to \$931,224 through July 31, 2019. For the period from August 1, 2019 through July 31, 2020, annual base rent increased to \$1,627,224. Including other rental costs, rent expense incurred under this lease for the year ended June 30, 2020 was approximately \$1,620,000. During June 2020, effective July 1, 2020, the Charter School entered into an assignment agreement with the third party whereby the lease agreement was assigned to Friends of Legacy, a separate but related entity. The Charter School then entered into a sublease agreement with Friends of Legacy to rent the facility for two years at \$1,338,083 per year. The Charter School has also provided a guarantee to the Overlandlord related to the payment of lease payments from Friends of Legacy to the Overlandlord.

In June 2020, the Charter School executed a sublease agreement with Friends of Legacy for an additional facility, 332 E. 149th Street, commencing July 2020. The sublease agreement calls for annual base rent of \$1,031,998 through June 30, 2021, increasing to \$1,731,998 through June 30, 2022. The total amount of rental payments due over the lease term is being charged to rent expense on the straight-line method over the term of the lease. The difference between rent expense recorded and the amount paid was credited or charged to "Deferred rent payable" in the accompanying statement of financial position at June 30, 2021. Rent expense incurred under these leases for the year ended June 30, 2021 was approximately \$2,370,000. The Charter School has also provided a guarantee to the Overlandlord related to the payment of lease payments from Friends of Legacy to the Overlandlord.

The future minimum payments required under these agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	<u>\$ 3,335,000</u>

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE D: SCHOOL FACILITY, Cont'd

In conjunction with these facility leases, and an additional property that is being negotiated, the Charter School paid security deposits of \$1,014,730 which is included in security deposits on the accompanying statement of financial position at both June 30, 2021 and 2020.

NOTE E: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims

NOTE F: CONCENTRATIONS

There were no accounts, grants and contracts receivable due from New York State agencies relating to certain grants at June 30, 2021. At June 30, 2020, 34% of accounts, grants and contracts receivables are due from New York State agencies relating to certain grants. At June 30, 2021 and 2020, approximately 100% and 66%, respectively, of accounts, grants and contract receivables are due from the federal government relating to certain grants.

For the years ended June 30, 2021 and 2020, 74% and 77%, respectively, of total revenue, gains and other support came from per-pupil funding provided by New York State through the New York City School District. The per-pupil rate is set annually by the State based on the school district in which the Charter School's students are located. For the years ended June 30, 2021 and 2020, 19% and 18%, respectively, of revenue and support was from the NYC DOE rental assistance.

NOTE G: RETIREMENT PLAN

The Charter School sponsors a 403(b) retirement plan (the "Plan") for its employees. All employees who work more than 20 hours per week are immediately eligible to participate in the Plan. Employees can make pretax contributions up to a maximum of 100% of their annual compensation to the Plan, subject to IRS restrictions. The Charter School matches the employee contribution up to 3% of the employee's annual compensation. The Charter School contributed approximately \$31,000 and \$24,000 to the Plan for the years ended June 30, 2021 and 2020, respectively

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE H: OPERATING LEASE

The Charter School entered into non-cancelable lease agreements for office equipment expiring at various dates through June 2024. The future minimum payments on these agreements are approximately as follows:

<u>Year ending June 30,</u>	<u>Amount</u>
2022	\$ 26,400
2023	21,700
2024	15,000
	<u>\$ 63,100</u>

NOTE I: NET ASSETS

Net assets without donor restrictions are as follows:

	<u>June 30,</u>	
	<u>2021</u>	<u>2020</u>
Undesignated	\$ 3,235,504	\$ 1,343,904
Invested in property and equipment	591,803	496,228
	<u>\$ 3,827,307</u>	<u>\$ 1,840,132</u>

NOTE J: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time and effort.

NOTE K: PAYCHECK PROTECTION PROGRAM NOTE PAYABLE

In response to the COVID-19 outbreak, the Charter School applied for and was approved by a bank for a loan of \$729,057 through the Paycheck Protection Program established by the Small Business Administration. The loan has a maturity of 2 years and an interest rate of 1%. The loan has the potential for forgiveness provided certain requirements are met by the Charter School. The loan was funded on May 1, 2020. Due to the potential forgiveness and the fact that repayment terms were not finalized, the entire balance is classified as long-term as of June 30, 2020. On May 28, 2021, the Small Business Administration approved the forgiveness of the loan and all accrued interest, which is reported in support and other revenue on the accompanying statement of activities as of June 30, 2021.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

NOTES TO FINANCIAL STATEMENTS, Cont'd

JUNE 30, 2021

(With Comparative Totals for 2020)

NOTE L: ACCOUNTING IMPACT OF COVID-19 OUTBREAK

On January 30, 2020, the World Health Organization (“WHO”) announced a global health emergency because of a new strain of coronavirus (the “COVID-19 outbreak”) and the risks to the international community as the virus spreads globally beyond its point of origin. In March 2020, the WHO classified the COVID-19 outbreak as a pandemic, based on the rapid increase in exposure globally. The full impact of the COVID-19 outbreak continues to evolve as of the date of this report. As such, it is uncertain as to the full magnitude that the pandemic will have on the Charter School’s financial condition, liquidity, and future results of operations. Management is actively monitoring the global situation on its financial condition, liquidity, operations, suppliers, industry, and workforce. Given the daily evolution of the COVID-19 outbreak and the global responses to curb its spread, the Charter School is not able to estimate the effects of the COVID-19 outbreak on its results of operations, financial condition, or liquidity for fiscal year 2022.

In response to the COVID-19 outbreak, the Federal Government passed several COVID relief acts which include funding for elementary and secondary education. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) was established to award grants to state and local educational agencies. The Charter School has recognized \$190,632 of revenue relative to ESSER grants during the year ended June 30, 2021.

NOTE M: RENEWAL PROCESS

The Charter School is currently in the process of renewing its charter by the New York State Board of Regents. The charter currently expires July 31, 2022. The renewal process includes review by the State University of New York Charter Schools Institute (CSI) of various operational and governance aspects, including fiscal health and internal controls, board governance, and academic performance. The Charter School has submitted its application for renewal. Upon review of the application and results, CSI will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time, management of the Charter School expects the charter to be renewed.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Legacy College Preparatory Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Legacy College Preparatory Charter School, which comprise the statement of financial position as of June 30, 2021 and the related statements of activities and changes in net assets, functional expenses and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 5, 2021.

Internal Control over Financial Reporting

Management of Legacy College Preparatory Charter School is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit of the financial statements, we considered Legacy College Preparatory Charter School's internal control over financial reporting (internal control) to determine the audit procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Legacy College Preparatory Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Legacy College Preparatory Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Legacy College Preparatory Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we have reported to management of Legacy College Preparatory Charter School in a separate letter dated October 5, 2021.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Mengel, Metzger, Barw & Co. LLP

Rochester, New York
October 5, 2021



D & W CENTRAL STATION FIRE ALARM CO., INC.

August 4, 2021

Mr. Joseph Pascal
Chestnut Holdings of New York Inc
5676 Riverdale Ave Suite 307
Bronx, NY 10471

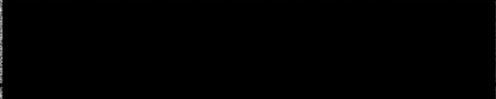
Re: Fire Alarm System
332 East 149th Street Floors 2

Dear Joseph,

Please be advised that the fire alarm system at the above address is working properly.

Thank you,
Warren Davis

FIRE DEPARTMENT • CITY OF NEW YORK
BUREAU OF FIRE PREVENTION
9 METROTECH CENTER, BROOKLYN, N.Y. 11201

FPIMS Acct. #  Date 3-18-2020

Premises Address 332 E 149 ST BRONX NY 10451

Test conducted by SAFETY

of the Ⓟ ONE STANDPIPE FD CONNECTION System(s)

was witnessed by a representative of this Department and found to be SATISFACTORY /

~~UNSATISFACTORY~~ in accordance with regulations of this Department.

Insp. Name ORRESIES QUIOTO Badge # 

ORIGINAL TEST DATE, IF RETESTED: BY ORDER OF CHIEF OF FIRE PREVENTION

4-18-19

THOMAS MCKAVANAGH

VOID IF ALTERED OR CORRECTED

M25-5 (REV.9/14)



718-633-3036

Fax: 718-633-4593
MFSC LIC# 7718

1070 - 38th Street
Brooklyn, NY 11219
info@safetyfiresprinkler.com
www.safetyfiresprinkler.com

- Installations • Monthly Inspections • Violations Corrected • Maintenance & Repairs
- 5 Year Hydrostatic Testing • Fire Protection Equipment • Building Signs

PREMISES:

332 E. 149th St

INSPECTOR NO.

Record of inspection, testing & maintenance of
STANDPIPE SYSTEM in accordance with NFPA25

MONTHLY INSPECTION

	DATE	7/2/12	8/2/12	9/2/12	10/2/12	11/3/12	12/3/12	1/3/13	2/3/13	3/19/13	4/19/13	5/19/13	6/19/13	7/26/13
System in service on inspection		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
System pressure		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Control valves in normal open or closed position		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Control valves properly locked or supervised		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Control valves accessible		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Control valves free from external leaks		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Control valve identification signs in place		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

CERTIFICATE ISSUED BY FDNY

CERT # 87779864 C
ISSUED 07/29/2012 EXPIRES 10/29/2013

NAME ZEEV KOHN NOT
S13 FDNY
EMPLOYEE

FEE \$ 15 CAT S13 TYPE FDNY
DESC CITY WIDE STANDPIPE SYSTEMS

EMPLOYER SAFETY FIRE SPRINKLER CORP
WORK LOCATION

FIRE PUMP

ump in service on inspection	NA				
Power indicating light on					
Controller set to auto					
Jockey pump ok					

CERTIFICATE ISSUED BY NYC FIRE DEPT

CERT # 87779864 C
ISSUED 04/08/2012 EXPIRES 04/08/2013

NAME ZEEV KOHN NOT
S13 FDNY
EMPLOYEE

FEE \$ 25.00 CAT S13 TYPE FDNY
DESC CITY WIDE STANDPIPE SYSTEMS

EMPLOYER SAFETY FIRE SPRINKLER CORP
WORK LOCATION

Signature

[Handwritten signature]

FOR SERVICE, INSTALLATIONS OR INSPECTIONS CALL:
SAFETY FIRE SPRINKLER CORP. 718-633-3036



718-633-3036

Fax: 718-633-4593
MFSC LIC# 771B

1070 - 38th Street
Brooklyn, NY 11219
info@safetyfiresprinkler.com
www.safetyfiresprinkler.com

- Installations • Monthly Inspections • Violations Corrected • Maintenance & repairs
- 5 Year Hydrostatic testing • Fire Protection Equipment • Building Signs

INSPECTOR NO.

PREMISES: 332 E. 149th St

Record of inspection, testing & maintenance of STANDPIPE SYSTEM in accordance with NFPA25

MONTHLY INSPECTION

	DATE	7/21/20	8/20/20	9/24/20	10/21/20	11/21/20	12/29/20	1/27/21	2/23/21	3/19/21	4/16/21	5/13/21	6/10/21	7/26/21
System in service on inspection		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
System pressure														
Control valves in normal open or closed position		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Control valves properly locked or supervised		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Control valves accessible		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Control valves free from external leaks		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Control valve identification signs in place		Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y

FIRE PUMP

Pump in service on inspection	NA													
Power indicating light on														
Controller set to auto														
Jockey pump ok														

Signature

Certificate of Occupancy

CO Number: 220343741F

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified. No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued. *This document or a copy shall be available for inspection at the building at all reasonable times.*

A.	Borough: Bronx	Block Number: 02289	Certificate Type: Final
	Address: 416 WILLIS AVE.	Lot Number(s): 3	Effective Date: 07/09/2019
	Building Identification Number (BIN): 2098220		
	Building Type: Altered		

This building is subject to this Building Code: 1968 Code

For zoning lot metes & bounds, please see BISWeb.

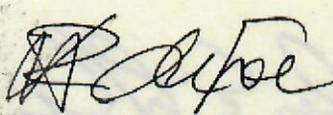
B.	Construction classification: 1-E	(1968 Code designation)
	Building Occupancy Group classification: B	(2014/2008 Code)
	Multiple Dwelling Law Classification: None	
	No. of stories: 2	Height in feet: 23
		No. of dwelling units: 0

C. Fire Protection Equipment:
Fire alarm system, Sprinkler system, Fire Suppression system

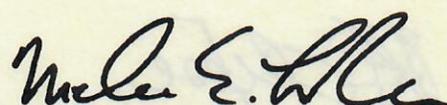
D. Type and number of open spaces:
None associated with this filing.

E. This Certificate is issued with the following legal limitations:
None

Borough Comments: None



Borough Commissioner



Commissioner



Certificate of Occupancy

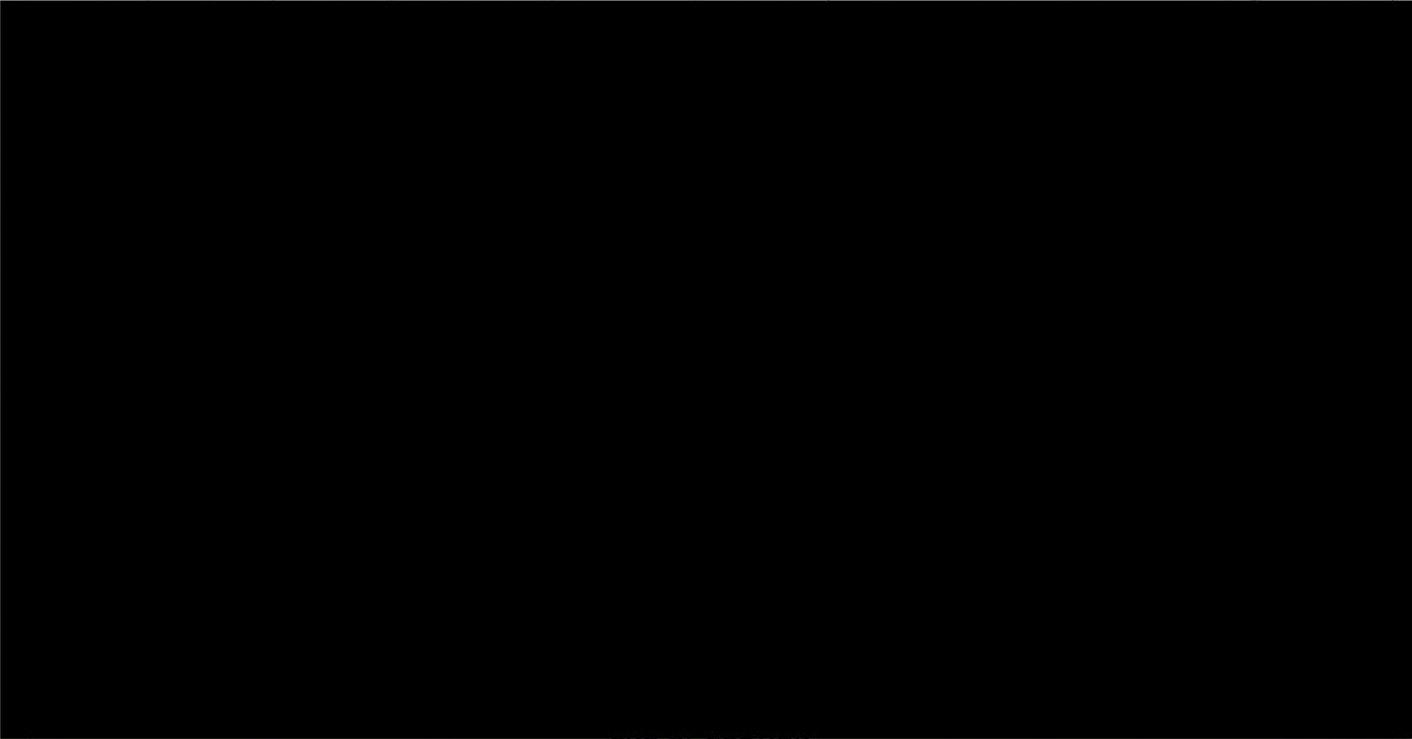
Page 2 of 2
CESSORY
TEACHERS

CO Number: 220343741F

Permissible Use and Occupancy

All Building Code occupancy group designations below are 2008 designations.

Floor From To	Maximum persons permitted	Live load lbs per sq. ft.	Building Code occupancy group	Dwelling or Rooming Units	Zoning use group	Description of use
---------------	---------------------------	---------------------------	-------------------------------	---------------------------	------------------	--------------------



Borough Commissioner

Commissioner



Certificate of Occupancy

CO Number:2000898-0000001

This certifies that the premises described herein conforms substantially to the approved plans and specifications and to the requirements of all applicable laws, rules and regulations for the uses and occupancies specified.No change of use or occupancy shall be made unless a new Certificate of Occupancy is issued.*This document or a copy shall be available for inspection at the building at all reasonable times.*

<p>A. Borough: BRONX Address: 332 E 149 ST Building Identification Number(BIN): 2000898</p>	<p>Block Number: 2330 Lot Number(s): 34 Additional Lot Number(s): Application Type: A1 - ALTERATION TYPE 1</p>	<p>Full Building Certificate Type: Temporary Date Issued: 07/02/2021</p>
<p>This building is subject to this Building Code: 2014</p>		
<p>This Certificate of Occupancy is associated with job# 220676720-01</p>		
<p>B. Construction Classification: I-B: 3 HOUR PROTECTED Building Occupancy Group classification: E - EDUCATIONAL Multiple Dwelling Law Classification: Not Available</p>		
<p>No.of stories: 9</p>	<p>Height in feet: 108</p>	<p>No.of dwelling units: Not Available</p>
<p>C Fire Protection Equipment: Sprinkler System</p>		
<p>D Parking Spaces and Loading Berths: Open Parking Spaces: Not Available. Enclosed Parking Spaces: Not Available. Total Loading Berths: Not available</p>		
<p>E. This Certificate is issued with the following legal limitations: Restrictive Declaration: None Zoning Exhibit: None BSA Calendar Number(s): None CPC Calendar Number(s): None</p>		
<p>Borough Comments:</p>		

Borough Commissioner

Commissioner



Permissible Use and Occupancy

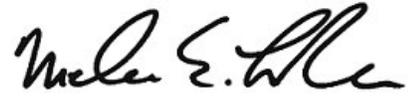
FLOOR	Occ Group	Live Loads (lbs per sq ft)	Zoning Use Group	Dwelling or Rooming Units	Job Reference	Certificate of Occupancy Type	Exceptions	CO Expiration Date
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Borough Commissioner



Commissioner





Legacy College Preparatory High School 2021-2022 Academic Calendar

August 2021						
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				

7 PD Days / 51 s u c o a Days

September 2021						
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		

0 PD Days / 21 s u c o a Days

October 2021						
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					

0 PD Days / 201 s u c o a Days

November 2021						
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				

2 PD Days / 61 s u c o a Days

December 2021						
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	

0 PD Days / 31 s u c o a Days

January 2022						
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					

PD Day / 91 s u c o a Days

February 2022						
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				

PD Day / 31 s u c o a Days

March 2022						
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		

0 PD Day / 231 s u c o a Days

April 2022						
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

2 PD Days / 41 s u c o a Days

May 2022						
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				

0 PD Days / 21 s u c o a Days

June 2022						
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		

2 PD Days / 51 s u c o a Days

July 2022						
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					

0 PD Days / 01 s u c o a Days

Observed Holidays
Sep 6 Labor Day
October 12 Indigenous Peoples Day
November 11 Veterans Day
November 24-26 Thanksgiving Break
December 20-31 Winter Break
January 7-8 Martin Luther King Jr. Day
February 2-5 Midwestern Break
April 4-8 Spring Break
May 30 Memorial Day
June 20-21 Juneteenth
July 4 Independence Day

Calendar Key	
[Grey Box]	= Vacation / Holiday
[Light Blue Box]	= Professional Development
[Red Box]	= Data Days
[Green Box]	= Student Elections
[Dotted Box]	= Parent Orientation / Conferences
[Pink Box]	= Report Card Pick Up
[Purple Box]	= Finals / Last Day of School
[Orange Box]	= New Quarter
[Yellow Box]	= Assessment Days
[Light Blue Box]	= Summer School

Days of Instruction 183
Days of Professional Development 25

Quarter I = 46 days
Quarter II = 43 days
Quarter III = 43 days
Quarter IV = 51 days
Summer School = 15 days



LEGACY
COLLEGE PREP

Important Dates		
August	December	May
August 3-24 Summer Professional Development	December 3 & 10 i Ready Testing	May 6 & 13 i Ready Testing
August 16-20 Parent Orientation	December 20-31 Winter Break No School	May 20 Practice Post SAT Exam
August 25 9th Grade First Day of School	January	May 30 Memorial Day No School
August 26 10th Grade First Day of School	January 17 MLK Jr. Day No School	May 31 Quarter 4 Interim Assessments
August 25-31 Student Orientation	January 18-21 Quarter 2 Interim Assessments	June
September	January 24 Quarter 3 Begins	June 1-3 Quarter 4 Interim Assessments
September 1-2 Student Orientation	January 25-28 NYS Regents Exams	June 14 Last Day of Instruction
September 3 Practice Pre SAT Exam	February	June 15-24 NYS Regents Exams
September 6 Labor Day No School	February 4-10 Quarter 2 Report Card Pick Up	June 20 Juneteenth No School
September 7 Quarter 1 Begins	February 11 Professional Development No School	June 27 Quarter 4 Report Card Pick Up
September 17 & 24 i Ready Testing	February 21-25 Mid Winter Break No School	June 28 Professional Development No School
October	March	July
October 11 Indigenous Peoples Day No School	March 11 & 17 i Ready Testing	July 4 Independence Day No School
October 26-29 Quarter 1 Interim Assessments	March 29-31 Quarter 3 Interim Assessments	July 5-22 Summer School
November	April	
November 1 Quarter 2 Begins	April 1 Quarter 3 Interim Assessments	
November 6-12 Quarter 1 Report Card Pick Up	April 4-8 Spring Break No School	
November 11 Veterans Day No School	April 11 Quarter 4 Begins	
November 2 Professional Development ; No School	April 15-21 Quarter 3 Report Card Pick Up	
November 24-26 Thanksgiving Break No School	April 22 Professional Development No School	



Legacy College Preparatory High School 2021-2022 Calendario Académico

Agosto 2021						
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				
7 Días de DP / 5 Días de l s ucc ó						

Septiembre 2021						
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		
0 Días de DP / 2 Días de l s ucc ó						

Octubre 2021						
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						
0 Días de DP / 20 Días de l s ucc ó						

Noviembre 2021						
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				
2 Días de DP / 6 Días de l s ucc ó						

Diciembre 2021						
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	
0 Días de DP / 3 Días de l s ucc ó						

Enero 2022						
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					
Días de DP / 9 Días de l s ucc ó						

Febrero 2022						
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					
Días de DP / 3 Días de l s ucc ó						

Marzo 2022						
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	
0 Días de DP / 23 Días de l s ucc ó						

Abril 2022						
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
2 Días de DP / 4 Días de l s ucc ó						

Mayo 2022						
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				
0 Días de DP / 2 Días de l s ucc ó						

Junio 2022						
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		
2 Días de DP / 7 Días de l s ucc ó						

Julio 2022						
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					
0 Días de DP / 0 Días de l s ucc ó						

Días Festivos Observados	
Sep 6	Día de La o a
Oc	Día de ospue os díge as
Nov	Día de os Ve e a os
Nov 24 26	Receso de Acc ó de G ac as
D c 20 3	Vacac ó es de ve o
E e 7	Día de Ma Lu e K g l .
Fe 2 25	Vacac ó es de ve o
A 4 8	Vacac ó es dep ave a
Mayo 30	Día Co e o a vo
Ju 20	Ju e ee
Ju 4	Día de al depe de ca

Clave Calendario	
	= Vacac ó es / Días fes vos
	= Desa ó op ofes o a
	= Días de da os
	= O e ac ó es ud a
	= O e ac ó /co fe e c as pa apad es
	= Recog da de ca f cac o es
	= P e /ú o día de c as es
	= Nuevo T es e
	= Días de eva uac ó
	= Escue a de Ve a o

Días de Instrucción 183
Días de desarrollo profesional 25

Trimestre I = 46 días
Trimestre II = 43 días
Trimestre III = 43 días
Trimestre IV = 51 días
Escuela de Verano = 15 días



Fechas importantes

Agosto	Diciembre	Mayo
Agosto 3-24 Desarrollo profesional de verano	Diciembre 3 y 10 Examen de i Ready	Mayo 6 y 13 Examen de i Reay
Agosto 16-20 Orientación para padres	Diciembre 20-31 Vacaciones de verano; No hay clases	Mayo 20 Examen de practica Post SAT
Agosto 25 Primer día de clases de 9o grado	Enero	Mayo 30 Día Conmemorativo No hay clases
Agosto 26 Primer día de clases de 10mo grado	Enero 17 Día de MLK Jr. No hay clases	Mayo 31 Evaluaciones de trimestre 4
Agosto 25-31 Orientación estudiantil	Enero 18-21 Evaluaciones de trimestre 2	Junio
Septiembre	Enero 24 Comienza el trimestre 3	Junio 1-3 Evaluaciones de trimestre 4
Septiembre 1-2 Orientación estudiantil	Enero 25-28 Exámenes Regents NYS	Junio 14 Último día de clases
Septiembre 3 Examen de practica Pre SAT	Febrero	Junio 15-24 Exámenes Regents NYS
Septiembre 6 Día laboral No hay clases	Febrero 4-10 Conferencias de padres y profesores	Junio 20 Juneteenth No hay clases
Septiembre 7 Comienza el trimestre 1	Febrero 11 Desarrollo profesional No hay clases	Junio 27 Recogida de calificaciones de trimestre 4
Septiembre 17 y 24 Examen de i Ready	Febrero 21-25: Vacaciones de mediados de invierno; No hay clases	Junio 28 Desarrollo profesional No hay clases
Octubre	Marzo	Julio
Octubre 1 Día de los Padres; No hay clases	Marzo 11 y 18 Examen de i Ready	Julio 4 Día de la Independencia No hay clases
Octubre 26-29 Evaluaciones de trimestre 1	Marzo 29-31 Evaluaciones de trimestre 3	Julio 5-22 Escuela de Verano
Noviembre	Abril	
Noviembre 1 Comienza el trimestre 2	Abril 1 Evaluaciones de trimestre 3	
Noviembre 6-12: Recogida de calificaciones de trimestre 1	Abril 4-8 Vacaciones de primavera No hay clases	
Noviembre 11 Día de los Veteranos No hay clases	Abril 11 Comienza el trimestre 4	
Noviembre 2 Desayuno profesional; No hay clases	Abril 15-21 Recogida de calificaciones de trimestre 3	
Noviembre 24-26: Receso de Acción de Gracias; No hay clases	Abril 22 Desarrollo profesional No hay clases	



Legacy College Preparatory 2021-2022 Academic Calendar

August 2021						
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 PD Days / 61 s u c o a Days						

September 2021						
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		
0 PD Day / 21 s u c o a Days						

October 2021						
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					
0 PD Days / 20 I s u c o a Days						

November 2021						
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			
0 PD Days / 8 I s u c o a Days						

December 2021						
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	
PD Day / 1 s u c o a Days						

January 2022						
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					
0 PD Days / 20 I s u c o a Days						

February 2022						
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				
PD Day / 5 I s u c o a Days						

March 2022						
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		
PD Day / 2 I s u c o a Days						

April 2022						
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					
0 PD Days / 6 I s u c o a Days						

May 2022						
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				
0 PD Days / 2 I s u c o a Days						

June 2022						
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		
PD Days / 3 I s u c o a Days						

July 2022						
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					
0 PD Days / 0 I s u c o a Days						

Observed Holidays
Sep 6 Labor Day
Oct 12 Indigenous Peoples Day
Nov 11 Veterans Day
Nov 24-26 Thanksgiving Break
Dec 20-31 Winter Break
Jan 7 Martin Luther King Jr. Day
Feb 22-25 Midwestern Break
Apr 4-8 Spring Break
May 30 Memorial Day
June 20 Juneteenth
July 4 Independence Day

Calendar Key	
	=Vacation / Holidays
	=Professional Development
	=Data Days
	=Student Orientation
	=Parent Orientation / Conferences
	=Reproducible Pack Up
	=Final / Last Day of School
	=New Testament
	=Assessment Days
	=Student School

Days of Instruction 182
Days of Professional Development 20

Trimester I = 64 days
Trimester II = 60 days
Trimester III = 58 days
Summer School = 10 days



LEGACY
COLLEGE PREP

Important Dates		
August	December	April
July 29-August 20: Summer PD; No School	December 3: Data Day; No School	April 4-8: Spring Break; No School
August 17-19: Parent Orientation	December 10: Report Card Pick Up; No School	April 27-28: NYS Math Assessment
August 23: 6th Grade First Day of School	December 10-17: Parent/Teacher Conferences	May
August 23-26: Student Orientation	December 20-31: Winter Break; No School	May 18-20: NWEA MAP Testing
August 25: 7th/8th Grade First Day of School	January	May 30: Memorial Day; No School
August 27 Professional Development No School	January 17: MLK Jr. Day; No School	June
August 30: Trimester 1 Begins	January 19-21: NWEA MAP Assessment	May 31-June 3: EOY Exams
September	February	June 17: Last Day of School
September 6: Labor Day; No School	February 4: Data Day; No School	June 17-22: Parent/Teacher Conferences
September 1-3: NWEA MAP Assessment	February 21-25: Mid-Winter Break; No School	June 20 Juneteenth No School
October	March	June 21 Professional Development No School
October 11 Indigenous Peoples Day No School	March 1-4: Trimester 2 Exams	June 22 Report Card Pick Up No School
November	March 18: Staff Data Day; No School	July
November 11: Veterans Day; No School	March 21: Trimester 3 Begins	July 4: Independence Day; No School
November 16-19: Trimester 1 Exams	March 25: Report Card Pick Up; No School	July 11-22: Summer School
November 24-26 Thanksgiving Break No School	March 25-April 1: Parent/Teacher Conferences	
November 29: Trimester 2 Begins	March 30-31: NYS ELA Assessment	



Legacy College Preparatory 2021-2022 Calendario Académico

Agosto 2021						
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				

16 días de PD / 6 días de instrucción

Septiembre 2021						
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		

0 días de PD / 21 días de instrucción

Octubre 2021						
S	M	T	W	Th	F	S
						1
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						

0 días de PD / 20 días de instrucción

Noviembre 2021						
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				

0 días de PD / 18 días de instrucción

Diciembre 2021						
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	

1 día de PD / 11 días de instrucción

Enero 2022						
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					

0 días de PD / 20 días de instrucción

Febrero 2022						
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					

1 día de PD / 15 días de instrucción

Marzo 2022						
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		

1 día de PD / 21 días de instrucción

Abril 2022						
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

0 días de PD / 16 días de instrucción

Mayo 2022						
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				

0 días de PD / 2 días de desarrollo profesional

Junio 2022						
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		

2 días de PD / 3 días de desarrollo profesional

Julio 2022						
S	M	T	W	Th	F	S
						1
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						

0 días de PD / 0 días de instrucción

Vacaciones Observadas	
6 de sept	Día del trabajo
11 de octubre	Día de los pueblos indígenas
11 de nov	Día de los Veteranos
25-27 de nov	Vacaciones de Acción de Gracias
20-31 de diciembre	Vacaciones de invierno
17 de enero	Día de Martin Luther King Jr.
21-25 de feb	Vacaciones de medio invierno
11-15 de abr	Vacaciones de primavera
30 de mayo	Día de los Caídos
20 de junio	Diecinueve de junio
4 de julio	Día de la independencia

Tecla de calendario			
	Vacaciones		Entrega de boletines de calificaciones
	Desarrollo profesional		Primer/último día de clases
	Día de datos		Nuevo trimestre
	Orientación estudiantil		Días de evaluación
	Oportunidad para padres/comunicación		Escuela de Verano

Días de instrucción: 182
Días de Desarrollo Profesional: 20

Trimester I = 64 Días
Trimester II = 60 Días
Trimester III = 58 Días
Escuela de Verano = 10 Días



Fechas Importantes

Agosto	Diciembre	Abril
Jul 29- Agosto 20: DP de verano/ No hay clases	Diciembre 3: No hay clases; Día de Datos	Abril 4-8: Spring Break; No School
Agosto 18-20: Orientación de padres	Diciembre 10-17 Conferencias de Padres y Maestros	Mayo
Agosto 23 El primer día de clases para 6º grado	Diciembre 20-31 Vacaciones de verano/No hay clases	Mayo 18-20: Evaluación del mapa NWEA
Agosto 23-26: Orientación estudiantil	Enero	Mayo 30: Día de los Caídos, No hay clases
Agosto 25 Primer día de clases de 7º y 8º grado	Enero 18: Día de MLK Jr. No hay clases	Junio
Agosto 27 Desarrollo profesional/ no hay clases	Enero 19-21: Evaluación del mapa NWEA	Mayo 31-June 3: Trimestre 3 Exámenes
Agosto 30: Trimestre 1 comienza	Febrero	Junio 17: último día de clases
Septiembre	Febrero 4: No hay clases: Día de datos	Junio 20: Juneteenth/ no hay clases
Septiembre 6: No hay clases; Día laboral	Febrero 25: Vacaciones de invierno/No hay clases	Junio 21 Desarrollo profesional/ no hay clases
Septiembre 3: Evaluación de mapa NWEA	Marzo	Junio 22: Recogida de calificaciones/No hay clases
Octubre	Marzo 1-4: Trimestre 2 Exámenes	Julio
Octubre: No hay clases; Día de los pueblos indígenas	Marzo 18: No hay clases: Día de datos	July 4: día de la independencia/ no hay clases
Noviembre	Marzo 21: Trimester 3 Comienza	July 11-22: Escuela de verano
Noviembre 11: No hay clases día de los veteranos	Marzo 25: Recogida de calificaciones/No hay clases	
Noviembre 16-19: Trimester 1 Exámenes	Marzo 25: April 1 Conferencias de Padres y Maestros	
Noviembre 24-26: Vacaciones de Acción de Gracias	Marzo 30-31: Evaluación ELA de estado de Nueva York	
Noviembre 30: Trimester 2 comienza		

Legacy College Preparatory Charter School

2019-20

May Forecast

\$ Per Enrollment

% of Category

Year 1	Year 2	Year 1	Year 2
2020-21	2021-22	2020-21	2021-22
May Forecast	Forecast	May Forecast	Forecast

Year 1	Year 2
2020-21	2021-22
May Forecast	Forecast

SUMMARY

Revenue				
Per Pupil Funding & State Grants	11,422,463	13,764,910	22,771	20,856
Federal Grants	500,221	2,215,744	997	3,357
Contributions & Grants	-	-	-	-
Fundraising	100,000	100,000	199	152
Interest	36	36	0	0
Miscellaneous Revenues	1,055,204	50,000	2,104	76
Total Revenue	13,077,924	16,130,690	26,071	24,440

87%	85%
4%	14%
0%	0%
1%	1%
0%	0%
8%	0%
100%	100%

Expenses

Personnel	5,440,956	7,703,347	10,847	11,672
Benefits & Insurances	1,128,414	1,758,606	2,250	2,665
Curriculum & Classroom	487,021	927,112	971	1,405
Administrative Expenses & Insurances	885,842	1,414,157	1,766	2,143
Professional Development & Services	695,261	775,169	1,386	1,174
Marketing & Recruitment	74,338	85,000	148	129
Facilities	2,388,361	3,066,138	4,761	4,646
Miscellaneous Expenses	156,337	180,837	312	274
Total Expenses	11,256,530	15,910,366	22,440	24,107

48%	48%
10%	11%
4%	6%
8%	9%
6%	5%
1%	1%
21%	19%
1%	1%
100%	100%

Operating Income	1,821,394	220,324	3,631	334
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Fund Balance

Beginning Balance (Unaudited)	1,765,848	3,661,528		
Audit Adjustment	74,286			
Beginning Balance (Audited)	1,840,134	3,661,528		
Operating Income	1,821,394	220,324		

Ending Fund Balance	3,661,528	3,881,851	7,299	5,882
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Fund Balance as a % of Expenses	33%	24%		
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ENROLLMENT

Total Enrolled	502	660	502	660
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REVENUE							
Per Pupil Funding & State Grants							
4100	State Grants	-	-	-	-	0%	0%
4101	Per Pupil Aid-General Ed	8,087,700	9,783,576	16,123	14,824	71%	71%
4102	Per Pupil Aid-Special Ed	-	-	-	-	0%	0%
4102.1	Per Pupil Aid-Special Ed - 20 to 60	710,416	748,080	1,416	1,133	6%	5%
4102.2	Per Pupil Aid-Special Ed - Greater than 60	212,396	228,588	423	346	2%	2%
4103	NYSTL	29,220	33,832	58	51	0%	0%
4104	NYSSL	7,514	8,700	15	13	0%	0%
4105	NYSLIB	3,135	3,630	6	6	0%	0%
4106	DYCD	-	-	-	-	0%	0%
4107	Senate One Time Appropriations	-	-	-	-	0%	0%
4108	Facility Rental Assistance	2,370,081	2,935,073	4,725	4,447	21%	21%
4109	Per Pupil Prior Year Unaccrued	-	-	-	-	0%	0%
4110	State Nutrition Program	-	-	-	-	0%	0%
4110.1	State Nutrition Program - Breakfast	2,000	10,418	4	16	0%	0%
4110.2	State Nutrition Program - Lunch	-	13,013	-	20	0%	0%
4111	State Supper Program	-	-	-	-	0%	0%
SUBTOTAL - Per Pupil Funding & State Grants		11,422,463	13,764,910	22,771	20,856	100%	100%
Federal Grants							
4200	Federal Grants	-	1,262,375	-	1,913	0%	57%
4201	Title I	271,082	302,132	540	458	54%	14%
4202	Title II	39,166	43,652	78	66	8%	2%
4203	PCSP	-	-	-	-	0%	0%
4204	IDEA	65,877	101,700	131	154	13%	5%
4205	E-rate	8,150	8,313	16	13	2%	0%
4206	NSLP	50,000	109,414	100	166	10%	5%
4206.1	NSLP - Breakfast	10,000	287,148	20	435	2%	13%
4206.2	NSLP - Lunch	40,000	83,049	80	126	8%	4%
4207	Title III	-	-	-	-	0%	0%
4208	Title IV	15,946	17,961	32	27	3%	1%
SUBTOTAL - Federal Grants		500,221	2,215,744	997	3,357	100%	100%
Contributions & Grants							
4300	Contributions	-	-	-	-	0%	0%
4301	Individual Contributions	-	-	-	-	0%	0%
4302	Corporation Contributions	-	-	-	-	0%	0%
4303	Foundations Contributions	-	-	-	-	0%	0%
4304	In-Kind Revenue	-	-	-	-	0%	0%
4305	Board Contributions	-	-	-	-	0%	0%
SUBTOTAL - Contributions & Grants		-	-	-	-	0%	0%
Fundraising							
4400	Fundraising	100,000	100,000	199	152		
SUBTOTAL - Fundraising		100,000	100,000	199	152		
Interest							
4500	Interest Revenue	36	36	0	0		
SUBTOTAL - Interest		36	36	0	0		
Miscellaneous Revenues							
4600	Misc Revenue	969,639	-	1,933	-	92%	0%
4601	After School	-	-	-	-	0%	0%
4602	Field Trips	-	-	-	-	0%	0%
4603	Lunch Sales	-	-	-	-	0%	0%
4604	Uniform Sales	85,565	50,000	171	76	8%	100%
4605	Merchandise Sales	-	-	-	-	0%	0%
4606	Snack Sales	-	-	-	-	0%	0%
4607	CMO Fees	-	-	-	-	0%	0%
4608	Intervention Funds	-	-	-	-	0%	0%
4900	Revenue Suspense	-	-	-	-	0%	0%
SUBTOTAL - Miscellaneous Revenues		1,055,204	50,000	2,104	76	100%	100%
TOTAL REVENUE		13,077,924	16,130,690	26,071	24,440		

Assumptions	
\$16,845 per Total Enrollment	
\$10,390 per # of 20% to 60% SPED Students (11.7% of enrollment)	
\$19,049 per # of Greater than 60% SPED Students (1.5% of enrollment)	
\$58.25 per Total Enrollment	
\$14.98 per Total Enrollment	
\$6.25 per Total Enrollment	
Not projecting for FY21	
30% of per pupil general ed funding	
product of enrollment, FRL %, participation level %, and # of days	
product of enrollment, FRL %, participation level %, and # of days	
ESSER II Funds	
\$578 per # of FRL Students	
\$84 per # of FRL Students	
\$900 per # of SpEd Students	
Based off E-Rate Portal	
product of enrollment, FRL %, participation level %, and # of days	
product of enrollment, FRL %, participation level %, and # of days	
product of enrollment, FRL %, participation level %, and # of days	
\$34 per # of FRL Students	

EXPENSES							
Personnel							
5000	Personnel Expenses	-	-	-	-	0%	0%
5100	Non-Instructional Salaries	-	-	-	-	0%	0%
5101	Leadership Salaries	150,150	172,000	299	261	3%	2%
5102	Deans & Directors	805,007	1,243,700	1,605	1,884	15%	16%
5103	Operations/Admin Salaries	405,741	569,100	809	862	7%	7%
5104	Clerical Salaries	66,550	163,000	133	247	1%	2%
5200	Instructional Salaries	-	-	-	-	0%	0%
5201	General Education Salaries	2,176,248	2,424,251	4,338	3,673	40%	31%
5202	Instructional Support	328,616	519,500	655	787	6%	7%
5203	Special Education Salaries	591,140	782,750	1,178	1,186	11%	10%
5204	General Education Substitutes Salaries	-	-	-	-	0%	0%
5205	Student Support Services Salaries	334,735	463,000	667	702	6%	6%
5206	Afterschool & Saturday School Salaries	-	-	-	-	0%	0%
5207	Summer School Salaries	-	-	-	-	0%	0%
5208	Stipends	108,000	-	215	-	2%	0%
5209	Bonuses	474,770	1,366,046	946	2,070	9%	18%
5210	Intervention	-	-	-	-	0%	0%
SUBTOTAL - Personnel		5,440,956	7,703,347	10,847	11,672	100%	100%
Benefits & Insurances							
5400	Benefits	-	-	-	-	0%	0%
5402	Social Security-ER	336,270	473,974	670	718	30%	27%
5404	Medicare-ER	78,894	111,699	157	169	7%	6%
5409	SUI/DIS	36,602	41,505	73	63	3%	2%
5411	403B Contribution-Match	45,487	231,100	91	350	4%	13%
5414	Benefit Plan Admin Fees	-	-	-	-	0%	0%
5500	Personnel Expenses	-	-	-	-	0%	0%
5501	Medical	576,752	823,295	1,150	1,247	51%	47%
5502	Dental	-	-	-	-	0%	0%
5503	Vision	-	-	-	-	0%	0%
5504	HRA/FSA	-	-	-	-	0%	0%
5505	Life and AD&D	-	-	-	-	0%	0%
5506	Workers Compensation	54,410	77,033	108	117	5%	4%
SUBTOTAL - Benefits & Insurances		1,128,414	1,758,606	2,250	2,665	100%	100%
Curriculum & Classroom							
6100	Curriculum and Classroom	-	-	-	-	0%	0%
6101	Classroom Supplies & Materials	99,435	165,000	198	250	20%	18%
6102	Textbooks	65,000	49,500	130	75	13%	5%
6103	Library Books	50,000	49,500	100	75	10%	5%
6104	Assessments	10,300	67,650	21	103	2%	7%
6105	Field Trip Expenses	75,000	165,000	150	250	15%	18%
6106	Afterschool/ Saturday Academy	14,994	71,000	30	108	3%	8%
6107	Extracurricular Supplies & Materials	2,506	25,000	5	38	1%	3%
6108	NYSTL Expenses	29,220	33,832	58	51	6%	4%
6109	NYSSL Expenses	7,514	8,700	15	13	2%	1%
6110	NYSLIB Expenses	3,135	3,630	6	6	1%	0%
6111	Student Life Organizations	1,652	5,000	3	8	0%	1%
6112	Student Food	4,744	33,000	9	50	1%	4%
6113	Summer Academy	3,000	107,000	6	162	1%	12%
6114	Uniforms/Misc Expenses	120,000	140,000	239	212	25%	15%
6115	Snacks	520	3,300	1	5	0%	0%
SUBTOTAL - Curriculum & Classroom		487,021	927,112	971	1,405	100%	100%
Administrative Expenses and Insurances							
7000	Administrative Expenses	-	-	-	-	0%	0%
7001	Materials and Supplies	73,886	80,000	147	121	8%	6%
7002	Phone & Internet Expenses	34,094	13,314	68	20	4%	1%
7003	Dues,Subscriptions & Memberships	5,000	5,000	10	8	1%	0%
7004	Postage & Delivery	8,477	5,500	17	8	1%	0%
7005	Equipment Lease	85,000	85,000	169	129	10%	6%
7006	Equipment-Non Capitalized	26,549	30,000	53	45	3%	2%
7007	Computers-Non Capitalized	154,226	85,800	307	130	17%	6%
7008	Furniture & Fixtures-Non Capitalized	90,000	90,000	179	136	10%	6%
7009	Software-Non Capitalized	101,000	82,793	201	125	11%	6%
7010	Food Services	156,488	750,000	312	1,136	18%	53%
7011	Furniture & Equipment Lease	-	-	-	-	0%	0%
7012	Staff Appreciation	40,000	55,250	80	84	5%	4%
7013	Parent Workshops	5,600	16,500	11	25	1%	1%
7014	Special Events	36,630	40,000	73	61	4%	3%
7100	Insurances	68,892	75,000	137	114	8%	5%
SUBTOTAL - Administrative Expenses & Insurances		885,842	1,414,157	1,766	2,143	100%	100%

85 Total FTEs vs 66 in FY21

Enrichment, Saturday School, Latinx, Black History, Talent Show, Grade Team Lead, Athletic Director, Schedule Bonuses = 10% total salaries, add'l is cushion for salaries

6.2% Salaries
1.45% Salaries
~\$350 per staff
Currently at 3%

Existing hires set to actuals, new hires at avg. of \$9743. Includes 15% increase to all medical plans

1% salaries

Assumes normal school year
Includes \$20k Afterschool Office Hrs, \$31k Sat Academy (ESSER II)

\$58.25 per Total Enrollment
\$14.98 per Total Enrollment
\$6.25 per Total Enrollment

Includes ESSER II covered programming

Chromebook cart purchase
Chromebook purchase
Placeholder, waiting on estimates
RenLearn, IXL, NWEA MAP, Go Formative, Illuminate, iReady, SchoolRunner, Swipe ID System, Microsoft Office, Tableau
Genuine Foods, Rachel Catering

Arthur Gallagher

Professional Development & Services							
7200	Professional Services	-	-	-	-	0%	0%
7201	Auditing Services	33,000	35,000	66	53	5%	5%
7202	Payroll Fees	86,457	110,755	172	168	12%	14%
7203	Special Educational Services	85,000	85,000	169	129	12%	11%
7204	Admin & Temp Staffing Services	9,000	-	18	-	1%	0%
7205	Financial Management Services	202,035	231,914	403	351	29%	30%
7206	Recruiting Consultants	-	-	-	-	0%	0%
7207	Technology Service	89,517	120,000	178	182	13%	15%
7208	Security Services	14,857	15,000	30	23	2%	2%
7209	Legal Service	12,500	12,500	25	19	2%	2%
7210	Management Fees	-	-	-	-	0%	0%
7211	Custodial Services	36,560	-	73	-	5%	0%
7212	Substitutes	6,335	30,000	13	45	1%	4%
7213	Regional Office	-	-	-	-	0%	0%
7214	Other Educational Services	-	-	-	-	0%	0%
7300	Professional Development	-	-	-	-	0%	0%
7301	Leadership Consultants & PD	45,000	50,000	90	76	6%	6%
7302	General Education PD	25,000	35,000	50	53	4%	5%
7303	Board Exps & Strategic Planning	-	-	-	-	0%	0%
7304	Tuition Reimbursement	50,000	50,000	100	76	7%	6%
SUBTOTAL - Professional Development & Services		695,261	775,169	1,386	1,174	100%	100%
Marketing & Recruitment							
7400	Marketing & Recruitment	-	-	-	-	0%	0%
7401	Student Recruitment	44,338	40,000	88	61	60%	47%
7402	Staff Recruitment	30,000	30,000	60	45	40%	35%
7403	Marketing Expenses	-	15,000	-	23	0%	18%
7404	Advertisements & Job Fairs	-	-	-	-	0%	0%
SUBTOTAL - Marketing & Recruitment		74,338	85,000	148	129	100%	100%
Facilities							
8100	Facilities	-	-	-	-	0%	0%
8101	Rent	2,344,226	2,935,073	4,673	4,447	98%	96%
8102	Utilities - All	-	-	-	-	0%	0%
8103	Repairs & Maintenance	15,000	-	30	-	1%	0%
8104	Cleaning Supplies	3,795	-	8	-	0%	0%
8105	Facilities Improv-Non Capital	8,340	131,065	17	199	0%	4%
8106	Signage	17,000	-	34	-	1%	0%
8107	Property Tax	-	-	-	-	0%	0%
SUBTOTAL - Facilities		2,388,361	3,066,138	4,761	4,646	100%	100%
Miscellaneous Expenses							
8801	Meals & Hospitality	3,000	3,000	6	5	2%	2%
8802	Travel Expenses	5,000	5,000	10	8	3%	3%
8803	Board Meeting Expenses	500	4,000	1	6	0%	2%
8804	Bank/Misc Fees	1,200	5,000	2	8	1%	3%
8805	Suspended Expenses	-	-	-	-	0%	0%
8805.1	Temporary JE	-	-	-	-	0%	0%
8806	Prior Year Expenses Unaccrued	9,438	-	19	-	6%	0%
8807	Interest Expense : Short Term	-	-	-	-	0%	0%
8808	Interest Expense : Long Term	-	-	-	-	0%	0%
SUBTOTAL - Miscellaneous Expenses		156,337	180,837	312	274	100%	100%
TOTAL EXPENSES		11,256,530	15,910,366	22,440	24,107		
Fixed Assets							
13300.1	Furniture and Fixtures	27,674	-	55	-		
13300.01	Computer Equipment	113,183	-	226	-		
13700	Machinery and Equipment	23,770	-	47	-		
SUBTOTAL - Fixed Assets		164,627	-	328	-		

0%	0%
5%	5%
12%	14%
12%	11%
1%	0%
29%	30%
0%	0%
13%	15%
2%	2%
2%	2%
0%	0%
5%	0%
1%	4%
0%	0%
0%	0%
0%	0%
6%	6%
4%	5%
0%	0%
7%	6%

0%	0%
60%	47%
40%	35%
0%	18%
0%	0%

0%	0%
98%	96%
0%	0%
1%	0%
0%	0%
0%	4%
1%	0%
0%	0%

2%	2%
3%	3%
0%	2%
1%	3%
0%	0%
0%	0%
6%	0%
0%	0%
0%	0%

100%	100%
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Mengel Metzger Barr & Co
Little Bird -\$107/Staff per month

EdTec ~ 2.6% Per Pupil, Title I and Title II funding

Rent is based off max facilities rental assistance paid to Friends of entity
\$179k moved to rent
\$20k moved to rent
\$84k moved to rent
Includes ESSER II Facility improvements
\$5k moved to rent