

# Application: Legacy College Preparatory Charter School

Summer Schneider - sschneider@legacyschoolprep.org  
Annual Reports

## Summary

**ID:** 0000000150

**Status:** Annual Report Submission

**Last submitted:** Sep 18 2020 07:49 PM (EDT)

## Entry 1 School Info and Cover Page

**Completed** Aug 2 2020

### 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 2019-20 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, 2020)** or you may not be assigned the correct tasks.

## BASIC INFORMATION

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**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, 2020)**

Please select the correct authorizer as of June 30, 2020 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**

(No response)

**e. DATE FIRST OPENED FOR INSTRUCTION**

8/2017

**h. SCHOOL WEB ADDRESS (URL)**

[www.legacycollegeprep.org](http://www.legacycollegeprep.org)

**i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)**

396

**j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)**

379

**k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)**

Check all that apply

Grades Served

6, 7, 8

**l1. 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 2020-2021?

	Yes, 2 sites
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### School Site 1 (Primary)

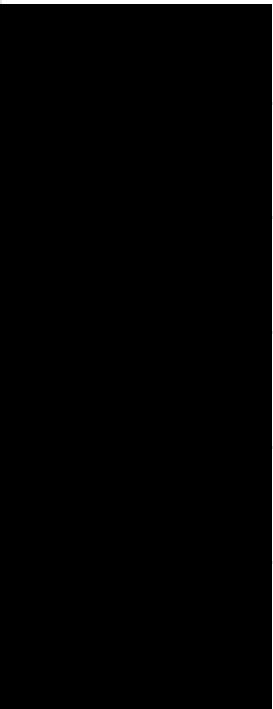
## m1. SCHOOL SITES

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, NY10454	3477461558	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	Summer Schneider			<a href="mailto:sschneider@legacycollegeprep.org">sschneider@legacycollegeprep.org</a>
Operational Leader	Elizabeth Maldonado			<a href="mailto:emaldonado@legacycollegeprep.org">emaldonado@legacycollegeprep.org</a>
Compliance Contact	Summer Schneider			<a href="mailto:sschneider@legacycollegeprep.org">sschneider@legacycollegeprep.org</a>
Complaint Contact	Summer Schneider			<a href="mailto:sschneider@legacycollegeprep.org">sschneider@legacycollegeprep.org</a>
DASA Coordinator	Summer Schneider			<a href="mailto:sschneider@legacycollegeprep.org">sschneider@legacycollegeprep.org</a>
Phone Contact for After Hours Emergencies	Summer Schneider			<a href="mailto:sschneider@legacycollegeprep.org">sschneider@legacycollegeprep.org</a>

**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, 2020.**

### Site 1 Certificate of Occupancy (COO)

[416 Willis CofO \(2\).pdf](#)

**Filename:** 416 Willis CofO (2).pdf **Size:** 716.2 kB

### Site 1 Fire Inspection Report

[Fire Inspection Report.pdf](#)

**Filename:** Fire Inspection Report.pdf **Size:** 1.7 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.	347-213-2171	NYC CSD 7	9	YEs, 9

**m2a. Please provide the contact information for Site 2.**

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Diana Sainvil-Robinson			<a href="mailto:dsainvilrobinson@egacycollegeprep.org">dsainvilrobinson@egacycollegeprep.org</a>
Operational Leader	Maria Vaz			<a href="mailto:mvaz@legacycollegeprep.org">mvaz@legacycollegeprep.org</a>
Compliance Contact	Summer Schneider			<a href="mailto:sschneider@legacycollegeprep.org">sschneider@legacycollegeprep.org</a>
Complaint Contact	Summer Schneider			<a href="mailto:sschneider@legacycollegeprep.org">sschneider@legacycollegeprep.org</a>
DASA Coordinator	Diana Sainvil-Robinson			<a href="mailto:dsainvilrobinson@egacycollegeprep.org">dsainvilrobinson@egacycollegeprep.org</a>
Phone Contact for After Hours Emergencies	Summer Schneider			<a href="mailto:sschneider@legacycollegeprep.org">sschneider@legacycollegeprep.org</a>

**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, 2020.**

### Site 2 Certificate of Occupancy (COO)

[Legacy College Prep High School TCO.pdf](#)

**Filename:** Legacy College Prep High School TCO.pdf **Size:** 52.3 kB

### Site 2 Fire Inspection Report

[Legacy College Prep High School Fire Inspection Certificate.pdf](#)

**Filename:** Legacy College Prep High School Fire Inspection Certificate.pdf **Size:** 52.4 kB

## CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

**n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).**

No

**PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.**

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

Yes

## ATTESTATION

**p. Individual Primarily Responsible for Submitting the Annual Report.**

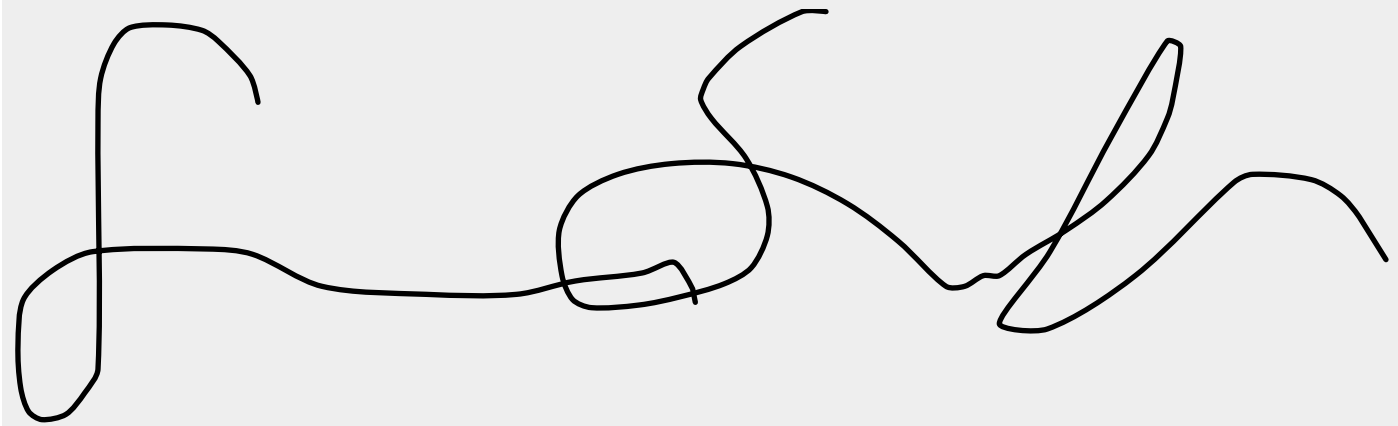
Name	Summer Schneider
Position	Principal
Phone/Extension	347-972-8885
Email	<a href="mailto:sschneider@legacycollegeprep.org">sschneider@legacycollegeprep.org</a>

**p. 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. Check **YES** if you 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**

A handwritten signature in black ink on a light gray background. The signature is fluid and cursive, starting with a large loop on the left and ending with a sharp upward stroke on the right.

**Signature, President of the Board of Trustees**

A handwritten signature in black ink on a light gray background. The signature is highly stylized and cursive, featuring several large loops and a prominent vertical stroke on the right side.

**Date**

Jul 30 2020

**Thank you.**



**Entry 2 NYS School Report Card**

**Completed** Aug 2 2020

[Instructions](#)

### **SUNY-authorized charter schools only**

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

## **Entry 2 NYS School Report Card Link**

**LEGACY COLLEGE PREPARATORY CHARTER SCHOOL 320700861114**

### **NEW YORK STATE REPORT CARD**

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one.

Please type "URL is not available" in the space provided.)

[https://data.nysed.gov/essa.php?instid=800000088148&year=2019&createreport=1&allchecked=1&OverallStatus=1&section\\_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&nyseslat=1&naep=1&staffqual=1&feddata=1](https://data.nysed.gov/essa.php?instid=800000088148&year=2019&createreport=1&allchecked=1&OverallStatus=1&section_1003=1&EMStatus=1&EMindicators=1&EMcomposite=1&EMgrowth=1&EMcompgrowth=1&EMelp=1&EMprogress=1&EMchronic=1&EMpart=1&38ELA=1&38MATH=1&nyseslat=1&naep=1&staffqual=1&feddata=1)

## **Entry 3 Progress Toward Goals**

**In Progress** Last edited: Aug 2 2020 Hidden from applicant

### **Instructions**

#### **Regents, NYCDOE, and Buffalo BOE-authorized charter schools**

For the 2019-2020 school year, any academic or organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

## **Entry 3 Progress Toward Goals**

## PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

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### 1. ACADEMIC STUDENT PERFORMANCE GOALS

**For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".**

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## 2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1				
Academic Goal 2				
Academic Goal 3				
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

### 2. Do have more academic goals to add?

(No response)

**2019-2020 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	2019-2020 progress toward attainment of goal Met/Not Met/Unable to Assess During Due to Closure
Academic Goal 11				
Academic Goal 12				
Academic Goal 13				
Academic Goal 14				
Academic Goal 15				
Academic Goal 16				
Academic Goal 17				
Academic Goal 18				
Academic Goal 19				
Academic Goal 20				

**3. Do have more academic goals to add?**

(No response)

**2019-2020 Progress Toward Attainment of Academic Goals**

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Meet	If not met, describe efforts the school will take to meet goal. If unable to assess
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				goal, type N/A for Not Applicable
Academic Goal 21				
Academic Goal 22				
Academic Goal 23				
Academic Goal 24				
Academic Goal 25				
Academic Goal 26				
Academic Goal 27				
Academic Goal 28				
Academic Goal 29				
Academic Goal 30				
Academic Goal 31				
Academic Goal 32				
Academic Goal 33				
Academic Goal 34				
Academic Goal 35				
Academic Goal 36				
Academic Goal 37				
Academic Goal 38				
Academic Goal 39				
Academic Goal 40				

#### 4. ORGANIZATION GOALS

**For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.**

##### 2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1				
Org Goal 2				
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				

Org Goal 14				
Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

## 5. Do have more organizational goals to add?

(No response)

## 6. FINANCIAL GOALS

### 2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1				
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

## 7. Do have more financial goals to add?

(No response)

## 2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

## Entry 3 Accountability Plan Progress Reports

Completed Sep 18 2020

### Instructions

### **SUNY-Authorized Charter Schools ONLY**

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

### **[Legacy College Prep 2019-20-Accountability-Plan-Progress-Report](#)**

**Filename:** Legacy College Prep 2019 20 Accountabi WW9gZlp.pdf **Size:** 1.6 MB

## Entry 7 Disclosure of Financial Interest Form

Completed Aug 3 2020

### Instructions - Multiple Uploads Permitted

### **Required of ALL Charter Schools by August 3**

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 2019-2020 school year must

complete a signed:

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

**[LCP Financial Disclosure forms SY19-20](#)**

**Filename:** LCP Financial Disclosure forms SY19 20.pdf **Size:** 14.2 MB

**Entry 8 BOT Membership Table**

**Completed** Aug 3 2020

**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 8 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.

**LEGACY COLLEGE PREPARATORY CHARTER SCHOOL 320700861114**

**1. 2019-2020 Board Member Information (Enter info for each BOT member)**

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	Trustee Name and Email Address	Position on the Board	Committ ee Affiliation s	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 2019- 2020
1	David Camputo; [REDACTED]	Chair	Governan ce	Yes	2	07/01/20 18	06/30/20 21	9
2	John Sanchez; [REDACTED]	Trustee/M ember	Fund Develop ment	Yes	2	07/01/20 20	06/30/20 23	5 or less
3	Matthew Bliss; [REDACTED]	Secretary	Fund Develop ment	Yes	2	07/01/20 17	06/30/20 20	6
4	Nkenge (Nikki) Ho-Shing; [REDACTED]	Vice Chair	Governan ce	Yes	2	07/01/20 19	06/30/20 22	9
5	Hillary Swiggett; [REDACTED]	Trustee/M ember	Fund Develop ment	Yes	2	07/01/20 19	06/30/20 22	11
6	Jared Parker; [REDACTED]	Treasurer	Finance	Yes	2	07/01/20 19	06/30/20 22	6
	Someera Khokhar;		Fund					



7		Trustee/Member	Development	Yes	2	07/01/2019	06/30/2022	6
8	Tyrone Washington;	Trustee/Member	Finance	Yes	1	02/01/2020	06/30/2023	5 or less
9	Patricia Virella;	Trustee/Member	Academic Achievement	Yes	1	02/01/2020	06/30/2023	5 or less

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

Yes

## 1b. Current Board Member Information

	Trustee Name and Email Address	Position on the Board	Committ ee Affiliation s	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 2019- 2020
10	Michael Ratiker; [REDACTED]	Trustee/M ember	Finance	Yes		03/01/20 20	06/30/20 23	5 or less
11	David Borsack; [REDACTED]	Trustee/M ember	Finance	Yes		06/30/20 20	06/30/20 23	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, 2020	11
b.Total Number of Members Added During 2019-2020	4
c. Total Number of Members who Departed during 2019-2020	3
d.Total Number of members, as set in Bylaws, Resolution or Minutes	11

### 3. Number of Board meetings held during 2019-2020

11

### 4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

## Entry 9 Board Meeting Minutes

**Completed** Aug 2 2020 Hidden from applicant

### Instructions

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 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 3, 2020.

## Board Meeting Minutes - Legacy College Prep

Filename: Board Meeting Minutes Legacy College Prep.pdf Size: 5.9 MB

### Entry 10 Enrollment & Retention

Completed Aug 3 2020

#### Instructions for submitting Enrollment and Retention Efforts

**ALL charter schools must complete this section.** Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), 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 2019-2020.

### Entry 10 Enrollment and Retention of Special Populations

#### Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual 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 2020-2021.

LEGACY COLLEGE PREPARATORY CHARTER SCHOOL 320700861114

#### Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	Legacy College Prep is open to all scholars and ensures compliance with all applicable law governing public schools. We use a variety of outreach strategies to recruit scholars who are economically disadvantaged. In the 2019-2020 school year we gave priority to	

Economically Disadvantaged	<p>children living in our community school district. Our school is located in a district where 91% of scholars receive free or reduced-price lunch. We contacted all elementary and middle schools within our district and sent representatives to speak with families and scholars at these schools. We share informational brochures and applications at these visits. We also mailed applications and informational brochures to all families in the surrounding zip codes who have a current 5th, 6th, 7th, or 8th 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 district.</p>	<p>In the 2020-2021 school year we will continue to use the recruitment practices from previous years. We will begin advertising our open enrollment period in November of 2019. 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, or 9th grader. We will also attend high school fairs to recruit scholars for our high school.</p>
English Language Learners/Multilingual Learners	<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 2019-2020 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, or 8th grader living in the zip codes within our school district. We</p>	<p>For the 2020-2021 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, or 9th grader in our school district. We will deliver</p>

	<p>ensured that all communication was offered in both English and Spanish. We held virtual zoom meetings 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>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 an ESL Specialist on staff.</p>
Students with Disabilities	<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 2019-2020 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, or 8th 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 students with IEPs, and to outline what those supports will look like. Over the summer our Dean</p>	<p>For the 2020-2021 school year, Legacy College Prep will continue to advertise on all of our 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, or 9th 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, on our promotional materials, that we provide supports to students with disabilities.</p>

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 structure to support all of our incoming students. Finally, we have worked to form relationships with outside service providers. These service providers now refer scholars to apply to our school.

## Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
Economically Disadvantaged	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 two 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 inside the building. We are able to offer all scholars at Legacy a free breakfast, lunch, and snack every day of the school year. In 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	In the 2020-2021 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 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

	<p>ensure that all of our programs are accessible to all scholars. During the school closure we continue to provide support to families by mailing school supplies and books to their homes and 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 closure by ensuring that they were given extra support.</p>	<p>access at home, including working with the local internet providers and providing hotspots to families. It is a priority at Legacy that our school remain accessible to all families in our community.</p>
English Language Learners/Multilingual Learners	<p>Prior to the 2019-2020 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 ESL Specialist to work with scholars in a variety of ways. She supported in history class by providing reading support to those who struggled with the content. She also ran an intervention eight times a week with different scholars to give more individual and direct support to our English Language Learners. We also provided an afterschool reading intervention program to support some of our ELL population. In addition to the classroom supports for scholars, we 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</p>	<p>In the 2020-2021 school year, we are working to make our support for English Language Learners more differentiated based on the current levels of each scholar. Some scholars will receive support in history class and others will receive more individual support in Intervention and afterschool tutoring. We will continue to ensure that our ESL 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 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 English and Spanish. We have also purchased an online curriculum that allows the</p>



	<p>available for translations. We sent home weekly progress reports to families and communicated frequently with families of English Language Learners about their academic progress.</p>	<p>materials to be translated into Spanish which we believe will help not only scholars but also their families. Our families will be better able to support scholars learning at home if they can have the program translated to their home language.</p>
Students with Disabilities	<p>Throughout the school year, our Dean of Student Supports worked with the Principal 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 out ICT classes to ensure all scholars received more support and strategically placing scholars in small group interventions for reading or after school math tutoring. Due to the supports we were able to provide, we saw several scholars transition out of needing those supports at their annual IEP meetings. During the school closure, 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 individualize attention from their teachers.</p>	<p>In the 2020-2021 school year, we will continue to offer specialize 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 to that we can understand what their child's specific needs will be. We will continue to make adjustments to our programs to support the needs of our scholars. We have purchased a new intervention curriculum program that is designed to allow scholars to complete at home. The program offers more guided instruction which we believe will support our scholars should they need to learn remotely for the majority of the year. Some other adjustments may include: hiring an additional Special Education teacher should we have an increase in the number of scholars with IEPs, adding a Reading Interventionist, providing more SETSS services, and modifying the schedule to include more individualized and small group instructional supports.</p>

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# Entry 12 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.

# Entry 12 Uncertified Teachers

**School Name:** LEGACY COLLEGE PREPARATORY CHARTER SCHOOL 320700861114

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## 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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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, 2020)	
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	
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 13 Organization Chart

**Completed** Aug 2 2020 Hidden from applicant

### [Instructions](#)

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

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear on the chart.

### [Organizational Chart SY 2019-2020 \(08\)](#)

**Filename:** Organizational Chart SY 2019 2020 08.05.pdf **Size:** 62.7 kB

## Entry 14 School Calendar

**Completed** Aug 2 2020

### [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 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3<sup>rd</sup> submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

**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.**

### [SY20-21 Calendar](#)

**Filename:** SY20 21 Calendar.pdf **Size:** 88.8 kB

# Entry 15 Links to Critical Documents on School Website

**In Progress** Last edited: Aug 2 2020 Hidden from applicant

## 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., 2018-19 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 15 Links to Critical Documents on School Website

**School Name:** Legacy College Preparatory Charter School

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**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:**

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	
2a. Webcast of Board Meetings (per Governor's Executive Order)	
3. Link to NYS School Report Card	
4. Most Recent Lottery Notice Announcing Lottery	
5. Authorizer-Approved DASA Policy	
6. District-wide Safety Plan	
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	
7. Authorizer-Approved FOIL Policy	
8. Subject matter list of FOIL records	
9. Link to School Reopening Plan	

**Thank you.**



## **Entry 16 COVID 19 Related Information**

**Completed** Aug 2 2020

### **Instructions**

#### **Required of ALL charter schools**

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are



encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

## Entry 16 COVID 19 Related Information

**School Name:** Legacy College Preparatory Charter School

### TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	379	379	379

### Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participants

															ting Stud ents
	i- Rea dy Rea ding ; Curr icul um Ass ocia tes	✕	✕	✕	✕	✕	✕	✓	✓	✓	✕	✕	✕	✕	379
	i- Rea dy Mat h; Curr icul um Ass ocia tes	✕	✕	✕	✕	✕	✕	✓	✓	✓	✕	✕	✕	✕	379
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
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		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
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		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	
		✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	✕	

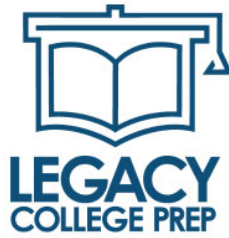
[illegible]

### Entry 17 Staff Roster - NEW TASK For Regents Schools Only

**Incomplete** Hidden from applicant

**INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS**

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).



**Legacy College Preparatory  
Charter School**

**2019-20 ACCOUNTABILITY PLAN  
PROGRESS REPORT**

Submitted to the SUNY Charter Schools Institute on:

September 15, 2020

By Principal, Summer Schneider

400 E 145<sup>th</sup> ST. Bronx, NY 10454

347-746-1558

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Principal, Summer Schneider prepared this 2019-20 Accountability Progress Report on behalf of the school's board of trustees:

Trustee's Name	Board Position
David Camputo	Board Chair
Nikki Ho-Shing	Vice Chair
Matthew Bliss	Secretary
Hillary Swiggett	Fund Development Committee Chair
Jared Parker	Treasurer
Someera Khokar	Fund Development Committee Member
Yvonne Guillen	Academic Achievement Committee Member
Catherine Prefontaine Hausmann	Academic Achievement Committee Chair
John Sanchez	Fund Development Committee Member
Patricia Virella	Academic Achievement Committee Member
Tyrone Washington	Finance Committee
Michael Rakiter	Finance Committee
David Borsack	Finance Committee

**Summer Schneider has served as the Principal since 2016.**

## SCHOOL OVERVIEW

Legacy College Preparatory Charter (“Legacy College Prep”) is a college preparatory charter school serving students in grades 6 thru 12, 6 thru 8 in the 2019-2020 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 in 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 93% are considered economically disadvantaged. We serve a student population where 21% of scholars have disabilities and 9% 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. 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 to develop healthy nutritional and exercise habits. Students take digital literacy courses each year to provide exposure to and proficiency in computer skills in order to be competitive for many of the jobs that will be available to them in the future.

After March of last school year, we pivoted to a remote instructional model. Our teachers provided daily video instruction to all scholars on Zoom, converted the paper-based curriculum materials to online materials, and continued to support scholars towards achieving academically. We provided virtual learning from March until the end of June. During this time, we also continued to assess our scholars using an internal trimester exam and the i-Ready assessment program.

## 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
2015-16	0	0	0	0	0	0	0	0	0	0	0	0	0	0
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

## GOAL 1: ENGLISH LANGUAGE ARTS

### ELEMENTARY ENGLISH LANGUAGE ARTS

#### Goal 1: English Language Arts

Scholars will be proficient in English Language Arts.

#### BACKGROUND

Our 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<sup>th</sup> grade and 7<sup>th</sup> 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 difference 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 course aims 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*

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

*the Stars; The Narrative of Frederick Douglass; Night; Twelve Angry Men; The Giver; Claudette Colvin: Twice Towards Justice; Animal Farm, The Other Wes Moore, Catch-22, 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 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.

In March 2020 we continued to provide scholars with quality ELA instruction through the use of Zoom lessons and electronic materials. Our scholars continued to participate in novel study through these daily lessons and also received writing instruction as well.

### METHOD

The school administered the i-Ready assessment in Reading to scholars in the 2019-2020 school year. The test was administered at the start and end of the year allowing us to measure growth for the year.

The school also administered the NWEA MAP assessment in Reading to scholars in September and again in January. We were unable to administer a final spring MAP assessment, but we do have results from the first half of the year.

### RESULTS AND EVALUATION

#### NWEA MAP Results

The table below represents growth results from the fall MAP assessment in September to the winter MAP assessment in January by RIT score. We saw large amounts of growth in our 6 and 8 grade classes, and more stagnant results in our 7 grade classes. As a result, we made changes to our 7 grade curriculum and provided more support to those teachers to help scholars grow in the remaining part of the year. The tables on the next page show that the changes were effective, as we saw higher growth on the i-Ready assessment that we took at the end of the school year.



## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

Class Name	6	7	8	Whole School
<b>Reading</b>				
Fall 2019 RIT	200	212	213	208
Winter 2020 RIT	211	215	221	214
RIT Score Growth	11	3	8	6
MAP Projected Growth	218	216	216	216

The table below shows the percentile growth for each grade level from the fall to winter MAP assessment.

Class Name	6	7	8	Whole School
Start Percentile - Fall 2019	44	48	53	48
90th %ile to 100th %ile	1	6	9	16
75th %ile to 89th %ile	30	31	35	96
50th %ile to 74th %ile	25	23	28	76
30th %ile to 49th %ile	22	30	26	78
10th %ile to 29th %ile	28	26	21	77
1st %ile to 9th %ile	12	12	8	32
New Percentile - Winter 2020	48	50	52	50
90th %ile to 100th %ile	2	10	10	22
75th %ile to 89th %ile	30	33	31	94
50th %ile to 74th %ile	29	26	31	86
30th %ile to 49th %ile	33	26	33	92
10th %ile to 29th %ile	18	21	18	57
1st %ile to 9th %ile	11	12	7	30

### i-Ready Results

At the start of the 2019-2020 school year, 54% of our scholars were testing two or more grade levels behind on the i-Ready Reading assessment. By the end of the year only 36% of scholars were testing two or more grade levels behind. At the beginning of the year only 19% of our scholars were testing on grade level, and at the end of the year that number was 38% of scholars. In spite of the challenges with virtual learning, we continued to see strong growth in reading.

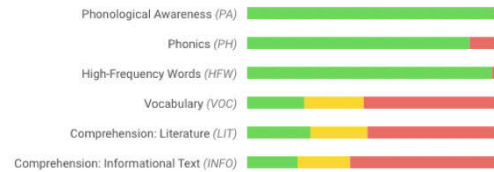
## Reading Scores – September 2019

Students Assessed/Total: 372/385

Overall Placement



Placement By Domain



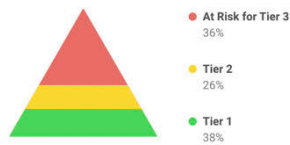
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 6	13% Tier 1, 31% Tier 2, 56% At Risk for Tier 3	119/123
Grade 7	20% Tier 1, 22% Tier 2, 58% At Risk for Tier 3	130/132
Grade 8	23% Tier 1, 29% Tier 2, 48% At Risk for Tier 3	123/130

## Reading Scores – May 2020

Students Assessed/Total: 382/412

Criterion Referenced

Overall Placement



Placement By Domain



Grade 6	27% Tier 1, 39% Tier 2, 34% At Risk for Tier 3	121/121
Grade 7	44% Tier 1, 15% Tier 2, 41% At Risk for Tier 3	128/128
Grade 8	41% Tier 1, 25% Tier 2, 34% At Risk for Tier 3	131/131

## 2019-20 ACCOUNTABILITY PLAN PROGRESS REPORT

The table below shows the overall i-Ready Reading assessment results for scholars in each grade.

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	548.55	568.28	19.73	569.12	589.38	20.26	589.70	608.88	19.18	569.40	589.22	19.83
Diagnostic: Overall Relative Placement (Most Recent) - Count												
On Level	15	30	15	22	51	29	30	53	23	67	134	67
1 Level Below	38	47	9	28	19	-9	37	33	-4	103	99	-4
2 or More Levels Below	68	41	-27	74	53	-21	61	43	-18	203	137	-66

At the 6 grade level, the on-grade level percentage doubled and the percent of scholars two or more grade levels behind decreased by 20%. At the 7 grade level, the on-grade level percentage doubled and the percent of scholars two or more grade levels behind decreased by more than 10%. At the 8 grade level, the on-grade level percentage doubled and the percent of scholars two or more grade levels behind decreased by more than 10%.

The tables below show the results for each cohort at all three grade levels.

### 6 Grade

Reading	Williams			Spelman			Emory			Buffalo		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	529.20	552.90	23.70	541.55	559.06	17.52	567.19	595.42	28.23	570.52	579.27	8.75
Diagnostic: Overall Relative Placement (Most Recent) - Count												
On Level	1	4	3	1	4	3	6	15	9	7	7	0
1 Level Below	7	9	2	10	13	3	13	11	-2	8	14	6
2 or More Levels Below	22	16	-6	20	14	-6	12	3	-9	15	9	-6

### 7 Grade

Reading	Amherst			SUNY B			Columbia			Howard		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	546.89	575.45	28.56	582.56	604.06	21.50	523.30	535.94	12.64	620.76	640.82	20.06
Diagnostic: Overall Relative Placement (Most Recent) - Count												
On Level	1	9	8	4	15	11	0	2	2	17	25	8
1 Level Below	4	2	-2	14	10	-4	2	5	3	8	2	-6
2 or More Levels Below	23	18	-5	15	8	-7	31	26	-5	5	1	-4

### 8 Grade

Reading	MIT			Princeton			Morehouse			Rutgers		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	549.84	582.74	32.90	579.27	598.88	19.61	596.89	613.03	16.14	635.42	643.32	7.90
Diagnostic: Overall Relative Placement (Most Recent) - Count												
On Level	1	5	4	5	10	5	4	13	9	20	25	5
1 Level Below	4	5	1	8	11	3	15	10	-5	10	7	-3
2 or More Levels Below	26	21	-5	20	12	-8	12	8	-4	2	1	-1

The table below shows I-Ready results for our whole school population compared to scholars with IEPs and our English Language Learners. Our scholars with IEPs achieved similar growth metrics as the whole school. The data showed less growth for our English Language Learners.

Reading	Whole School			ELL			SPED		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	569.40	589.22	19.83	513.74	537.29	23.54	528.99	557.04	28.06
Diagnostic: Overall Relative Placement (Most Recent) - Count									
On Level	67	134	67	1	2	1	0	10	10
1 Level Below	103	99	-4	1	6	5	9	10	1
2 or More Levels Below	203	137	-66	33	27	-6	61	51	-10

Our goal for this year was to see at least 60% of scholars score proficient and advanced on the New York State assessments. Our scholars made significant growth last year, however, as a school we continue to have growth areas. This school year we have adjusted our remote learning program to ensure that scholars are held more accountable to online participation. We are providing a hybrid and virtual model, both of which will include live instruction for scholars two to three days a week. Scholars will also use a computer program with video

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instruction on the days that they will not receive live teacher instruction. We have purchased two new curriculum programs to support online learning and differentiated interventions. Edgenuity will support scholars online learning on days they do not receive live instruction. Shmoop will support scholars by assessing various reading skills and providing online support that is individual to the scholar's needs. We will be administering the i-Ready assessment test throughout the year to measure growth and will continue to adjust our instructional models to support the needs of our scholars.

### ADDITIONAL EVIDENCE

Compared to prior years, our scholars showed similar growth on the i-Ready assessment this year. In spite of the school closure, the growth was similar to the prior year.

### SUMMARY OF THE ELEMENTARY ENGLISH LANGUAGE ARTS GOAL

In the 2019-2020 school year, our school set goals for the i-Ready and the NWEA MAP assessments. For the NWEA MAP assessment, our goal was to have our 8 graders finish in the 75 percentile, our 7 graders in the 65 percentile, and our 6 graders in the 50 percentile. At the middle point of the school year, our 6 graders were on track to meeting this goal, and our 7 /8 graders were not. At the end of the year, had we taken the test in May, we believe that our scholars would have come closer to this goal based on historical data, and assuming that scholars would continue to grow for the remainder of the year. For the i-Ready assessment, our goal was to see our scholars meet their typical growth goal. I-Ready sets a typical growth goal for each scholar that represents the amount of growth an average scholar should make in any given year. In all three grades our scholars, on average, exceeded the typical growth goals.

### 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, and data analysis.

#### **Intervention**

We have started the year with a rigorous intervention program for Reading that occurs 2 to 4 days a week depending on the scholar's needs. Scholars receive a variety of supports ranging from guided reading four days a week, SETSS services in Reading, close novel study, and differentiated computer instruction through the Shmoop program. Scholars will complete differentiated Shmoop lessons two day a week when learning at home. In addition to the above changes, we are also utilizing more advanced curriculum for our scholars who are on or above grade level to make sure that they are being challenged throughout the year. These scholars are reading rigorous non-fiction texts from sources like the Washington Post and the New York Times, and during intervention practicing their multiple-choice test skills utilizing past Regents exams.

#### **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 more nonfiction texts and a

new unit on short stories that occurs at the beginning of the school year. We use this unit to introduce a lot of skills and establish expectations for the school year. Our teachers have increased the amount of support scholars receive in answering multiple choice questions as that was an area where we performed below the city average in a question by question analysis in the previous school year. We will have a strong focus on point of view, as this was a specific standard that our scholars performed below the city average on. This school year, we have a renewed focus on vocabulary, as this was an area of growth in our i-Ready assessment results. Our ELA, Math, Science, and History teachers are beginning each lesson with a word study to help improve overall vocabulary skills.

### **Data Analysis**

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing mastery days every month to assess whether or not scholars are mastering the skills involved in the Common Core State Standards. 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.

### **English as a Second Language Supports**

To ensure that our school provides more support to our English Language Learners, we have restructured the supports and curriculum that we use to support scholars. Our ESL Specialist is now providing differentiated support to scholars based on the scholar's level on the NYSESLAT. Scholars will also benefit from having virtual access to the iLit program when they are learning remotely in times when they will not receive live support from the ESL Specialist.

## **GOAL 2: MATHEMATICS**

### **ELEMENTARY MATHEMATICS**

#### **Goal 2: 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.

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.

In March 2020 we continued to provide scholars with quality Math instruction through the use of Zoom lessons and electronic materials. Our scholars continued to participate in live instruction daily and were able to finish the entire year's curriculum which will help them be more prepared for the next grade level.

### METHOD

The school administered the i-Ready assessment in Mathematics to scholars in the 2019-2020 school year. The test was administered at the start and end of the year allowing us to measure growth for the year.

The school also administered the MAP assessment in Mathematics to scholars in September and again in January. We were unable to administer a final spring MAP assessment, but we do have results from the first half of the year.

### RESULTS AND EVALUATION

#### MAP Results

The table below represents growth results from the fall MAP assessment in September to the winter MAP assessment in January by RIT score. In mathematics, our scholars had only received instruction on half of the content that was assessed which could explain the lack of growth in the higher level grades. Scholars at this point in the year, had only received



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instruction related to numbers/operations and algebra. The second half of the school year in each class focuses on geometry and measurement/data, which happens to be half of the content assessed in the MAP assessment. We did however, still see a large amount of growth in our 6 grade classes, and as expected, more stagnant results in our 7 and 8 grade classes. As a result, we made changes to our 7 and 8 grade curriculum and provided more support to those teachers to help scholars grow in the remaining part of the year. The tables on the next page show that the changes were effective, as we saw higher growth on the i-Ready assessment that we took at the end of the school year.

Class Name	6	7	8	Whole School
<b>Mathematics</b>				
Fall 2019 RIT	193	212	216	207
Winter 2020 RIT	211	215	215	213
RIT Score Growth	19	3	-1	7
MAP Projected Goal	228	224	224	224

The table below shows the percentile growth for each grade level from the fall to winter MAP assessment.

Class Name	6	7	8	Whole School
<b>Mathematics</b>				
Start Percentile - Fall 2019	37	46	49	44
90th %ile to 100th %ile	0	8	14	22
75th %ile to 89th %ile	10	32	41	83
50th %ile to 74th %ile	18	19	15	53
30th %ile to 49th %ile	32	25	22	80
10th %ile to 29th %ile	37	29	23	89
1st %ile to 9th %ile	21	16	11	48
New Percentile - Winter 2020	45	46	48	46
90th %ile to 100th %ile	1	5	15	21
75th %ile to 89th %ile	10	34	35	79
50th %ile to 74th %ile	25	9	23	57
30th %ile to 49th %ile	41	32	27	100
10th %ile to 29th %ile	29	34	20	83
1st %ile to 9th %ile	16	15	9	40

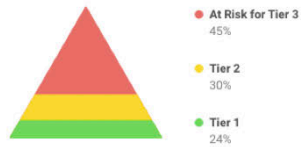
### i-Ready Results

At the start of the 2019-2020 school year, 45% of our scholars were testing two or more grade levels behind on the i-Ready Reading assessment. By the end of the year only 24% of scholars were testing two or more grade levels behind. At the beginning of the year only 24% of our scholars were testing on grade level, and at the end of the year that number was 43% of scholars. In spite of the challenges with virtual learning, we continued to see strong growth in math.

# Math Scores – September 2019

Students Assessed/Total: 348/384

Overall Placement



Placement By Domain



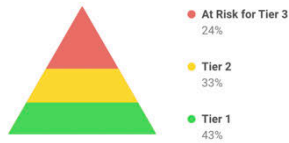
Grade	Overall Grade-Level Placement	Students Assessed/Total
Grade 6	13% Tier 1, 39% Tier 2, 47% At Risk for Tier 3	112/123
Grade 7	25% Tier 1, 28% Tier 2, 47% At Risk for Tier 3	123/131
Grade 8	35% Tier 1, 24% Tier 2, 42% At Risk for Tier 3	113/130

# Math Scores – May 2020

Students Assessed/Total: 380/412

Criterion Referenced

Overall Placement



Placement By Domain



Grade 6	43% Tier 1, 34% Tier 2, 23% At Risk for Tier 3	121/121
Grade 7	41% Tier 1, 35% Tier 2, 24% At Risk for Tier 3	128/128
Grade 8	44% Tier 1, 31% Tier 2, 24% At Risk for Tier 3	131/131



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The table below shows the overall i-Ready Math assessment results for scholars in each grade.

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	459.59	480.21	20.62	480.68	499.31	18.63	500.57	514.18	13.61	480.67	498.27	17.60
Diagnostic: Overall Relative Placement (Most Recent) - Count												
On Level	16	52	36	36	51	15	45	55	10	97	158	61
1 Level Below	48	41	-7	33	44	11	35	41	6	116	126	10
2 or More Levels Below	57	28	-29	57	31	-26	50	31	-19	164	90	-74

At the 6 grade level, the on-grade level percentage tripled and the percent of scholars two or more grade levels behind was cut in half. At the 7 grade level, the on-grade level percentage doubled and the percent of scholars two or more grade levels was cut in half. At the 8 grade level, the on-grade level percentage is 10% higher than the start of the year and the percent of scholars two or more grade levels behind decreased by more than 10%.

The tables below show the results for each cohort at all three grade levels.

### 6 Grade

Math	Williams			Spelman			Emory			Buffalo		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	447.17	474.00	26.83	454.61	470.45	15.84	479.10	500.63	21.53	471.59	491.13	19.55
Diagnostic: Overall Relative Placement (Most Recent) - Count												
On Level	1	10	9	2	7	5	8	20	12	5	15	10
1 Level Below	7	10	3	9	12	3	17	6	-11	15	13	-2
2 or More Levels Below	22	10	-12	20	12	-8	5	4	-1	10	2	-8

### 7 Grade

Math	Amherst			SUNY B			Columbia			Howard		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	461.61	485.41	23.81	492.13	503.06	10.94	448.52	465.18	16.67	519.09	541.91	22.82
Diagnostic: Overall Relative Placement (Most Recent) - Count												
On Level	0	6	6	9	15	6	0	1	1	27	29	2
1 Level Below	3	14	11	17	16	-1	8	11	3	5	3	-2
2 or More Levels Below	24	8	-16	7	2	-5	25	21	-4	1	0	-1

### 8 Grade

Math	MIT			Princeton			Morehouse			Rutgers		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	469.41	488.41	19.00	489.00	505.09	16.09	508.75	520.68	11.93	534.41	541.35	6.94
Diagnostic: Overall Relative Placement (Most Recent) - Count												
On Level	1	4	3	5	10	5	14	14	0	25	27	2
1 Level Below	6	12	6	9	14	5	12	12	0	8	3	-5
2 or More Levels Below	25	16	-9	19	9	-10	5	4	-1	1	2	1

The table below shows i-Ready results for our whole school population compared to scholars with IEPs and our English Language Learners. Our scholars with IEPs achieved similar growth metrics as the whole school. The data showed less growth for our English Language Learners.

Math	Whole School			ELL			SPED		
	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH	ORIGINAL	NEW	GROWTH
Diagnostic: Overall Scale Score (Most Recent) - Average	480.67	498.27	17.60	441.25	461.39	20.14	451.42	470.82	19.40
Diagnostic: Overall Relative Placement (Most Recent) - Count									
On Level	97	158	61	1	4	3	2	8	6
1 Level Below	116	126	10	3	7	4	10	27	17
2 or More Levels Below	164	90	-74	32	25	-7	60	38	-22

Our goal for this year was to see at least 71% of scholars score proficient and advanced on the New York State assessments. Our scholars made significant growth last year, however, as a school we continue to have growth areas. This school year we have adjusted our remote learning program to ensure that scholars are held more accountable to online participation. We

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are providing a hybrid and virtual model, both of which will include live instruction for scholars two to three days a week. Scholars will also use a computer program with video instruction on the days that they will not receive live teacher instruction. We have purchased two new curriculum programs to support online learning and differentiated interventions. Edgenuity will support scholars online learning on days they do not receive live instruction. Shmoop will support scholars by assessing various reading skills and providing online support that is individual to the scholar's needs. We will be administering the i-Ready assessment test throughout the year to measure growth and will continue to adjust our instructional models to support the needs of our scholars.

### ADDITIONAL EVIDENCE

Compared to prior years, our scholars showed similar growth on the i-Ready assessment this year. In spite of the school closure, the growth was similar to the prior year.

### SUMMARY OF THE ELEMENTARY MATHEMATICS GOAL

In the 2019-2020 school year, our school set goals for the i-Ready and the NWEA MAP assessments. For the NWEA MAP assessment, our goal was to have our 8 graders finish in the 75 percentile, our 7 graders in the 65 percentile, and our 6 graders in the 50 percentile. At the middle point of the school year, our 6 graders were on track to meeting this goal, and our 7 /8 graders were not. At the end of the year, had we taken the test in May, we believe that our scholars would have come closer to this goal based on historical data, and assuming that scholars would continue to grow for the remainder of the year. For the i-Ready assessment, our goal was to see our scholars meet their typical growth goal. I-Ready sets a typical growth goal for each scholar that represents the amount of growth an average scholar should make in any given year. In all three grades our scholars, on average, exceeded the typical growth goals.

### ACTION PLAN

Based on the results of the 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 have started the year with a rigorous intervention program for Math that occurs 2 days a week. The program is adapted to meet individual scholars' needs. Scholars receive a variety of supports ranging from small group targeted review, virtual and in-person SETSS services in Math, tutoring after school, and differentiated computer instruction through the Shmoop program. In addition to the above changes, we are also utilizing more advanced curriculum for our scholars who are on or above grade level to make sure that they are being challenged throughout the year. These scholars are working on challenging problem-solving scenarios that are aligned to state standards. We are also asking these scholars to practice skills that are on a grade level above where they are performing to ensure they are consistently challenged this year.

### 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 stronger focus on problem solving and achieving mastery at solving word problems and constructive responses. Our teachers have increased the amount of support scholars receive in answering constructive response questions as that was an area where we performed below the city average in a question by question analysis in the prior year's state test. Our teachers are also using a program called GoFormative to assist with collecting data and analyzing exit ticket data on a daily basis. When scholars are not learning in the building or via live teacher lessons, they will use a program called Edgenuity that includes video instructional supports.

### Data Analysis

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common assessment system for unit tests across all three grade levels. The assessments will be aligned to the Common Core State Standards and will assess scholars at the rigor level of the State exam. After the test, our teachers will analyze the data in a consistent way using the standards to drive the analysis. We have standardized this process as a school and are asking that teachers use this common method for collecting and analyzing data. Teacher are utilizing the program GoFormative to make collecting and analyzing 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.

## GOAL 3: SCIENCE

### ELEMENTARY 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

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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.

In March 2020 we continued to provide scholars with quality Science instruction through the use of Zoom lessons and electronic materials. Our scholars continued to participate in live instruction daily and were able to finish the entire year's curriculum which will help them be more prepared for the next grade level.

### METHOD

The school administered the MAP assessment in Science to scholars in September and again in January. We were unable to administer a final spring MAP assessment, but we do have results from the first half of the year.

### RESULTS AND EVALUATION

The table below represents growth results from the fall MAP assessment in September to the winter MAP assessment in January by RIT score. In all three grades scholars exceeded the NWEA's MAP growth projection. We saw a large amount of growth in our 6 grade classes, and a smaller amount of growth in our 7 and 8 grade classes. As a result, we made changes to our 7 and 8 grade curriculum and provided more support to those teachers to help scholars grow in the remaining part of the year.

Class Name	6	7	8	Whole School
<b>Science - General Science</b>				
Fall 2019 RIT	197	210	211	206
Winter 2020 RIT	211	215	219	215
RIT Score Growth	14	5	8	9
MAP Projected Goal	210	209	209	209

The table below shows the percentile growth for each grade level from the fall to winter MAP assessment.

Class Name	6	7	8	Whole School
<b>Science - General Science</b>				
Start Percentile - Fall 2019	39	45	50	45
90th %ile to 100th %ile	2	5	10	17
75th %ile to 89th %ile	20	30	36	86
50th %ile to 74th %ile	22	20	20	63
30th %ile to 49th %ile	26	29	24	80
10th %ile to 29th %ile	29	31	22	83
1st %ile to 9th %ile	18	13	13	44
New Percentile - Winter 2020	48	50	52	47
90th %ile to 100th %ile	2	6	8	16
75th %ile to 89th %ile	27	31	38	96
50th %ile to 74th %ile	26	20	24	70
30th %ile to 49th %ile	26	25	24	75
10th %ile to 29th %ile	23	29	24	76
1st %ile to 9th %ile	18	17	10	45



### ADDITIONAL EVIDENCE

The 2019-2020 school year was the first year that we have had 8 grade classes. We do not have any prior year data to compare to.

### SUMMARY OF THE ELEMENTARY SCIENCE GOAL

In the 2019-2020 school year, our school set goals for the NWEA MAP assessments. For the NWEA MAP assessment, our goal was to have our 8 graders finish in the 75 percentile, our 7 graders in the 65 percentile, and our 6 graders in the 50 percentile. At the middle point of the school year, our 6 graders were on track to meeting this goal, and our 7 /8 graders were not. At the end of the year, had we taken the test in May, we believe that our scholars would have come closer to this goal based on historical data, and assuming that scholars would continue to grow for the remainder of the year.

### ACTION PLAN

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

### ACTION PLAN

#### **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 started to use the program GoFormative for assessments to ensure more frequent data analysis throughout the weeks and units.

#### **Data Analysis**

To ensure that we are consistently collecting and analyzing data on scholar progress we are also implementing a common assessment system for unit tests across all three grade levels. The assessments will be aligned to the Next Generation Science Standards and will assess scholars at the rigor level of the 8 grade state test. After each unit test, our teachers will analyze the data in a consistent way using the standards to drive the analysis. 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.

## GOAL 4: ESSA

### Goal 4: ESSA

Our school's goal is to remain in good standing according to ESSA.

#### Goal 4: 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
2017-18	Met
2018-19	Met
2019-20	Met



<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**

\_\_\_Matthew Bliss\_\_\_

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

\_\_\_Legacy College Preparatory Charter School\_\_\_

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Secretary

2. Are you an employee of any school operated by the education corporation?

\_\_\_Yes \_\_\_X\_\_\_No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?



If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>None</i>			

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				



Signature

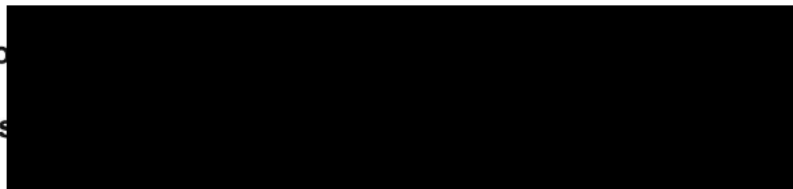
07/17/20

Date

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Business Telephone

Business Address



E-mail Address

Home Telephone

Home Address



<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

Name: *David J. Camputo*

---

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation): *Legacy College Preparatory Charter School*

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

*Chairman of the Board of Trustees*

2. Are you an employee of any school operated by the education corporation?  
*No*

If Yes, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
*No*

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

*No*

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

*No*

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

**No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>None</i>			

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or

employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

Signature *David J. Campante*  
Date: July 29, 2020

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

Business Telephone

Business Address

E-mail Address

Home Telephone

Home Address

last revised 06/8/2020



**Disclosure of Financial Interest by a Current or Proposed Board of  
Trustees Member**

**Name:**

Gronne Bullen

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Legacy College Prep

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?  
     Yes   ✓   No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

\_\_\_ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

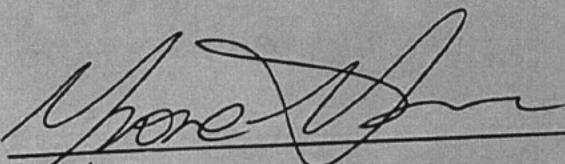
7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None



8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

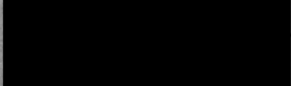
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None

  
Signature

7/30/2020  
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone:





*last revised 06/8/2020*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**

**Nkenge K. Ho-Shing**

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

**Legacy College Preparatory Charter School**

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

**Trustee (Vice Chair)**

2. Are you an employee of any school operated by the education corporation?  
\_\_\_ **Yes** \_\_\_ **X** \_\_\_ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

\_\_\_ **Yes** \_\_\_ **X** \_\_\_ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

\_\_\_ **Yes** \_\_\_ **X** \_\_\_ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

\_\_\_ **Yes** \_X\_ **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

\_\_\_ **Yes** \_X\_ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of financial interest/transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>
<b>NONE</b> <i>Please write "None" if applicable. Do not leave this space blank.</i>	<b>NONE</b>	<b>NONE</b>	<b>NONE</b>



8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE	NONE	NONE	NONE	NONE
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Nkenge K. Ho-Shing

7/31/2020

Signature

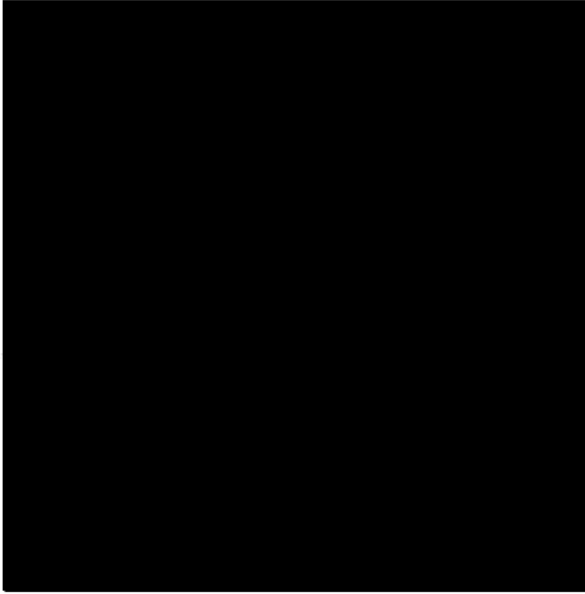
Date

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**Business Telephone:**

**Business Address:**

**E-mail Address:**



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

*Last revised 06/8/2020*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**

**Jared Parker**

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**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

**Legacy College Prep**

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

**Board**

2. Are you an employee of any school operated by the education corporation?  
\_\_\_ **Yes** \_\_\_ **X** \_\_\_ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.



5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

\_\_\_Yes \_\_X\_\_No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

*Please write "None" if applicable. Do not leave this space blank.*

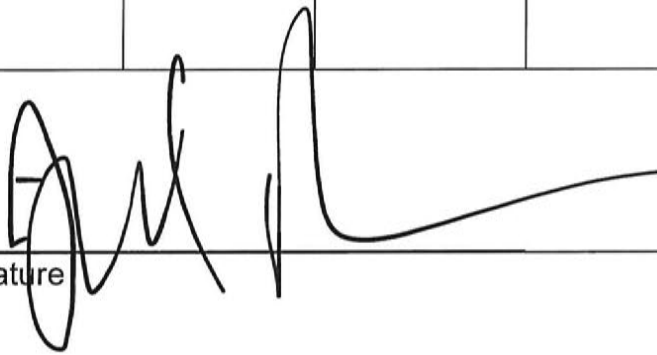
	None		
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8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

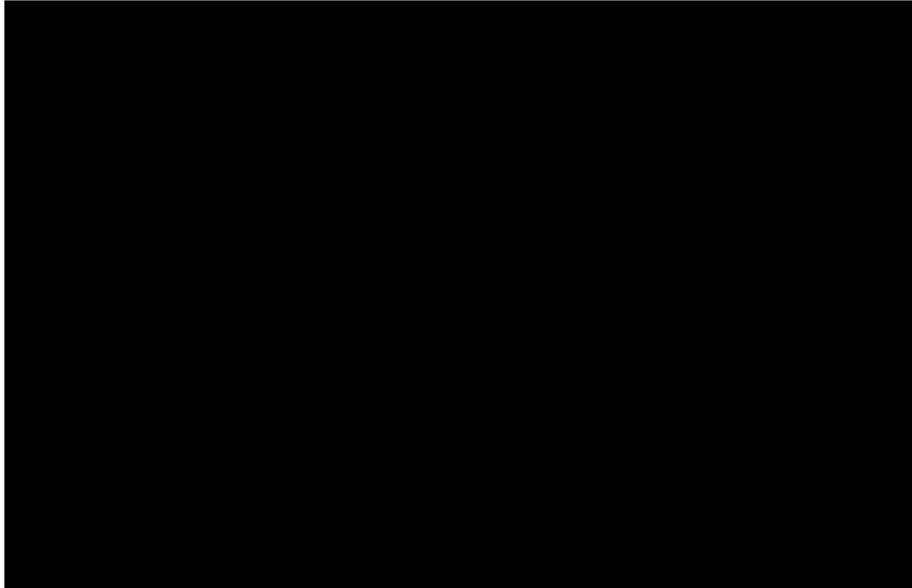
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<p><i>Please write "NONE" if applicable. Do not leave this space blank</i></p>				
			NONE	

Signature

Date

 7/28/20

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



*last revised 06/8/2020*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:** Cate Prefontaine Hausmann

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

Legacy College Prep Charter School

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Former Board Member & chair of Academic Committee; current chair of "Friends Of Legacy College Prep"

2. Are you an employee of any school operated by the education corporation?  
\_\_\_\_ **Yes** **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

\_\_\_ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None

*Catherine J. Prefontaine*

07/31/20

Signature

Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



Business Te

Business A

E-mail Addr

Home Telep

Home Addre

*last revised 06/8/2020*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**  
**Michael Rakiter**

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

**Legacy College Preparatory Charter School**

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

**Board Member**

2. Are you an employee of any school operated by the education corporation?  
\_\_\_\_ **Yes**   ☒ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?



If Yes, please describe the nature of your relationship and how this person could benefit from your participation.  
No

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

\_\_\_ Yes X No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
No	No	No	No	No



Signature

07/28/2020

Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



*last revised 06/8/2020*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
---

**Name:**

John Sanchez

---

**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

---

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you an employee of any school operated by the education corporation?  
\_\_\_\_ **Yes** \_\_\_\_ **x** **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

**No**

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

**No**

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

**No**

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

\_\_\_ **Yes** \_\_\_ **x** **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

<b>Date(s)</b>	<b>Nature of financial interest/transaction</b>	<b>Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)</b>	<b>Name of person holding interest or engaging in transaction and relationship to you</b>

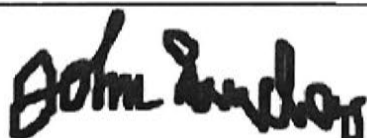
**NONE**

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest

**NONE**

Signature

  
Date 7/29/20

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



*last revised 06/8/2020*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
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**Name:** Hillary Swiggett

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**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):** Legacy College Preparatory Charter School

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

**Board Member**

2. Are you an employee of any school operated by the education corporation?  
\_\_\_\_ Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
\_\_\_\_ Yes ☒ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?  
\_\_\_\_ Yes ☒ No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.



5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

\_\_\_ Yes X No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

\_\_\_ Yes X No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

*Please write "None" if applicable. Do not leave this space blank.*

None	None	None	None
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8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Signature

Date

7-29-20

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*

**Business T**

**Business A**

**E-mail Add**

**Home Telep**

**Home Addr**

*last revised 06/8/2020*

**Disclosure of Financial Interest by a Current or Proposed Board of  
Trustees Member**

Name: Patricia Virella

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Legacy Prep

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation?  
Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. None			

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
Please write "None" if applicable. Do not leave this space blank. <i>NONE</i>				

*Patt*  
Signature \_\_\_\_\_ Date *7.29.2020*

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

Business Telephone: *N/A*

**Business Address**

---

**E-mail Address**

---

**Home Telephone**

---

**Home Address**

---

*last revised 06/8/2020*

<b>Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member</b>
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**Name: Douglas Tyrone Washington**

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**Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):**

**Legacy College Preparatory Charter School**

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1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

**Board Member**

2. Are you an employee of any school operated by the education corporation?  
\_\_\_ **Yes** \_\_\_ **x** \_\_\_ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?  
**No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.



5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **No**

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

\_\_\_ **Yes** \_x\_ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>NONE</i>	<i>NONE</i>	<i>NONE</i>	<i>NONE</i>

8. Identify each individual, business, corporation, union association, firm, partnership, 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 school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE	NONE	NONE	NONE	NONE.

Douglas Tyrone Washington

7-19-2020

Signature

Date

*Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.*



last revised 06/8/2020

**Legacy College Preparatory Charter School  
Board Meeting Minutes  
August 29, 2019**

**Call to Order**

The August 2019 board meeting of Legacy College Preparatory Charter School was held on Thursday, August 29, 2019 at 6:51pm, the Board Vice Chair presiding.

**Attendance**

**Voting Members joining in person:**

1. Catherine Prefontaine

**Voting Members joining via video conference:**

2. Matthew Bliss
3. Nikki Ho-Shing
4. Someera Kohkar
5. Hillary Swiggert
6. Yvonne Guillen

**School Leadership:**

1. Summer Schneider

**Board Members not in attendance:**

1. Kathryn Hurley
2. David Camputo
3. Jared Parker
4. John Sanchez

**Officer Reports**

The Finance Committee report will be presented at the next meeting.

The Academic Committee report will be presented at the next meeting.

The Fund Development Committee report will be presented at the next meeting.

The Governance Committee report will be presented at the next meeting.

**Other Reports**

The School Leader's report was presented by Summer Schneider:

- Marketing/branding update:
  - Started an Instagram account
- Facility update:
  - 961 Southern Blvd.: We are in the process of finalizing the exhibits and signing the lease.
  - 400 E 145th St.: We are finishing up the outside area by the end of the month.
- Legal update:
  - No new updated
- Talent update:
  - Completely staffed
- Students and Families update
  - 393 total enrolled students
- Academic Results update
  - We have released state assessment data but the data is to be kept anonymous until August 22.
  - We received NYSESLAT data and 7 scholars tested out of the program.

- Finance and development update:
  - Last year we met goal of \$83,675; this year we would like to set a goal of \$100,000
- Board Recruiting:
  - Looking for candidates with finance and education experience.

**Old Business:** none

**New Business:**

- 1) Board member resignation: moved by Nikki Ho-Shing to accept the resignation of Board Chair, Kathryn Hurley. The motion carried unanimously with 5 in favor and 0 against.
- 2) Fixed number of voting Board Members: moved by Catherine Prefontaine to fix the number of voting Board Members to nine (9). The motion carried unanimously with 5 in favor and 0 against.

**Meeting Adjournment**

Nikki Ho-Shing moved that the meeting be adjourned, and this was agreed upon unanimously at 7:19pm.



\_\_\_\_\_  
Matthew Bliss  
Board Secretary  
Legacy College Preparatory Charter School

08/29/2019  
\_\_\_\_\_  
Date of Approval

**Legacy College Preparatory Charter School  
Board Meeting Minutes  
September 26<sup>th</sup>, 2019**

**Call to Order**

The September 2019 board meeting of Legacy College Preparatory Charter School was held on Thursday, September 26, 2019 at 6:40 p.m., with the Board Vice Chair presiding.

**Attendance**

Voting members:

1. Catherine Prefontaine (video conference)
2. David Camputo (video conference)
3. Hillary Swiggert (in person)
4. John Sanchez (video conference)
5. Nikki Ho-Shing (video conference)
6. Someera Kohkar (video conference)

Guests:

1. Patricia Jahaly
2. Tyrone Washington

School leadership:

1. Summer Schneider

Board members not in attendance:

1. Jared Parker
2. Matthew Bliss
3. Yvonne Guillen

**Officer Reports**

The Academic Committee report will be presented at the next meeting.

The Finance Committee report will be presented at the next meeting.

The Fund Development Committee report will be presented at the next meeting.

The Governance Committee report was presented by David Camputo.

### Other Reports

The School Leader's report was presented by Summer Schneider:

- Marketing/branding update
  - No new updates
- Facility update
  - 961 Southern Blvd.: Will vote to approve the lease
- Legal update
  - No new updates
- Talent update
  - Completely staffed
  
- Students and families update
  - 382 total enrolled students
- Academic results update
  - Summer shared diagnostic data from MAP and iReady
- Finance and development update
  - Goal of \$100,000
- Board Recruiting
  - Looking for candidates with finance and education experience

### Old Business

None

### New Business

1. Board Chair Appointment: Moved by Hillary Swiggert to accept the nomination of David Camputo for Board Chair. The motion carried unanimously with 6 in favor and 0 against.
  
2. Approval of 961 Southern Blvd Lease: Moved by Nikki Ho-Shing to approve the 961 Southern Blvd facility lease (pending requested changes from 9/12 conversation). The motion carried unanimously with 5 in favor and 0 against.

### Meeting Adjournment

Catherine Prefontaine moved that the meeting be adjourned, and this was agreed upon unanimously at 7:35pm.



Nikki Ho-Shing  
Board Vice Chair

Legacy College Preparatory Charter School

9/26/2019

Date of Approval

**Legacy College Preparatory Charter School  
Board Meeting Minutes  
November 7, 2019**

**Call to Order**

The November 2019 board meeting of Legacy College Preparatory Charter School was held on Thursday, November 7, 2019 at 6:42pm, the Board Chair presiding.

**Attendance**

**Voting Members joining in person:**

n/a

**Voting Members joining via video conference:**

1. David Camputo
2. Matthew Bliss
3. John Sanchez
4. Hillary Swiggert

**School Leadership:**

1. Summer Schneider

**Board Members not in attendance:**

1. Jared Parker
2. Nikki Ho-Shing
3. Someera Kohkar
4. Yvonne Guillen
5. Catherine Prefontaine

**Guests (Potential new Board Members):**

1. Douglas Tyrone Washington
2. Michael Ratiker

**Officer Reports**

The Governance Committee report was presented by David Camputo:

1. Board Policy Handbook: Summer to review and update as necessary and to be discussed at the next scheduled Board meeting.
2. Board Meeting Planner: created and will be reviewed by all Board members for feedback
3. Board & Committee Composition: created and will be reviewed by all Board members for feedback
4. Board Charter: part of the Board Policy Handbook under the By-Laws
5. Website Update: the LCP website will be updated to reflect the current Board member composition
6. Insurance Coverage: will be reviewed with the Board at a future meeting
7. New Board Members: will be nominating two potential Board members at the next scheduled meeting for approval.
8. Next Board Meeting: rescheduled to November 7, 2019

The Finance Committee provided meeting minutes distributed to Board Members.

**Agenda**

1. Review of performance vs budget
  - a. Discussion of enrollment vs budget (\$350K of lost revenue falling through to bottom line)
    - i. Possible mitigation by enrolling more students at the end of the next trimester
    - ii. School preference to focus on adding 6th graders vs making up for 7th and 8<sup>th</sup> grade losses



- b. Discussion of accounting treatment of computer purchases (operating expense vs capital expense)
    - c. Discussion of "Misc" expenses – these are items that have largely not yet been coded and will eventually be re-allocated to different line items
  2. Discussion Performance vs SUNY Financial Dashboard
    - a. LCP is top tier or in acceptable standing in each measured area
    - b. EdTec believes LCP is in good standing based on peer group comparison
  3. Audit discussion scheduled for this Wednesday

The Academic Committee report will be presented at the next meeting.

The Fund Development Committee report was presented by Hillary Swiggert.

1. Considering fundraising event similar to what we have hosted in past years.
2. Focus fundraising efforts on providing opportunities for college process/access.

#### **Other Reports**

The School Leader's report was presented by Summer Schneider:

- Marketing/branding update
- Facility update
  - 961 Southern Blvd.: The lease was signed and the deposit sent in.
  - 400 E 145th St.: No new updates.
- Legal update
- Talent update: currently fully staffed; staffing goals for SY20-21 shared with the Board (18 FTE)
- Students and Families update: 382 students enrolled
- Academic Results update: iReady data shared with the Board
- Finance and development update
- Board Recruiting

**Old Business:** none

**New Business:** none

#### **Meeting Adjournment**

David Camputo moved that the meeting be adjourned, and this was agreed upon unanimously at 7:10pm.



Matthew Bliss  
Board Secretary  
Legacy College Preparatory Charter School

11/07/2019  
Date of Approval



**Legacy College Preparatory Charter School**

Board Meeting Minutes

December 5, 2019

**Call to Order**

The December 2019 board meeting of Legacy College Preparatory Charter School was held on Thursday, December 5, 2019 at 6:37 PM, the Board Chair presiding.

**Attendance**

**Voting Members joining in person:**

N/A

**Voting Members joining via video conference:**

1. David Camputo
2. Someera Khokhar
3. John Sanchez
4. Hillary Swiggett
5. Nikki Ho-Shing

**School Leadership:**

1. Summer Schneider

**Board Members not in attendance:**

1. Jared Parker
2. Matthew Bliss
3. Yvonne Guillen
5. Catherine Prefontaine

**Guests (Potential new Board Members):**

1. Douglas Tyrone Washington

**Officer Reports**

The **Governance Committee** report was presented by David Camputo:

1. Board Policy Handbook – David to finalize review and to be discussed at the next Board meeting.
2. Board Meeting Planner - created and sent out to all Board members.
3. New Board Members - will be nominating two potential Board members at the next scheduled meeting for approval.

The **Finance Committee** provided meeting minutes distributed to Board Members.

**Agenda**

1. Review of performance vs budget
  - Discussion of October results (no major changes from prior month).
  - Discussion of security deposit (moving from 'other asset' to 'cash')
  - Discussion Performance vs SUNY Financial Dashboard

The **Academic Committee** report will be presented at the next meeting.

The **Fund Development Committee** report was presented by Hillary Swiggett.

1. Considering fundraising event similar to what we have hosted in past years.

### **Other Reports**

The **School Leader's Report** was presented by Summer Schneider.

- Marketing/ Branding update
- Facility update
  - In the process of looking at a new lease and term sheet for a long term high school space in CSD7.
  - 400 E 145th St.: No new updates.
- Legal update
- Talent update: SY20-21 shared with the Board (18 FTE)
- Students and Families update: 382 students enrolled
- Academic Results update: Trimester Exam data shared with the Board
- Board Recruiting

**Old Business:** None

**New Business:**

- moved on the approval of two new members to join the Board, and this was agreed upon unanimously.
- moved on the approval of the 'lease and term sheet for the long term high school space', and this agreed was upon unanimously.

### **Meeting Adjournment**

David Camputo moved that the meeting be adjourned, and this was agreed upon unanimously at 7:10 PM.

David Camputo  
Chairman  
Legacy College Preparatory Charter School

December 5, 2019



**Legacy College Preparatory Charter School**

**Board Meeting Minutes**

January 9, 2020

**Call to Order**

The January 2020 board meeting of Legacy College Preparatory Charter School was held on Thursday, January 9, 2020 at 6:35 PM, the Board Chair presiding.

**Attendance**

**Voting Members joining in person:**

N/A

**Voting Members joining via video conference:**

1. David Camputo
2. Someera Khokhar
3. Hillary Swiggett
4. Nikki Ho-Shing

**School Leadership:**

1. Summer Schneider

**Board Members not in attendance:**

1. Jared Parker
2. Matthew Bliss
3. Yvonne Guillen
4. Catherine Prefontaine
5. John Sanchez

**Guests (Potential new Board Members):**

1. Douglas Tyrone Washington

**Officer Reports**

The **Governance Committee** report was presented by David Camputo:

The **Finance Committee** provided meeting minutes distributed to Board Members.

The **Academic Committee** report will be presented at the next meeting.

The **Fund Development Committee** report was presented by Hillary Swiggett.

1. Considering fundraising event similar to what we have hosted in past years.

## **Other Reports**

The **School Leader's Report** was presented by Summer Schneider.

- Marketing/ Branding update
- Facility update
- Legal update
- Talent update: SY20-21 shared with the Board (18 FTE)
- Students and Families update: 382 students enrolled
- Academic Results update: Trimester Exam data shared with the Board
- Board Recruiting

**Old Business:** None

**New Business:**

- Discussed the long-term option for the high school.

## **Meeting Adjournment**

David Camputo moved that the meeting be adjourned, and this was agreed upon unanimously at 7:00 PM.

David Camputo  
Chairman  
Legacy College Preparatory Charter School

January 9, 2020



**Legacy College Preparatory Charter School**

**Board Meeting Minutes**

January 30, 2020

**Call to Order**

The January 2020 board meeting of Legacy College Preparatory Charter School was held on Thursday, January 30, 2020 at 6:36 PM, the Board Chair presiding.

**Attendance**

**Board Members joining in person**

None

**Board Members joining via Video Conference**

David Camputo  
Catherine Prefontaine  
Someera Khokhar  
Hillary Swiggett  
Jared Parker  
Nikki Ho-Shing

**Board Members not in Attendance**

Yvonne Guillen  
John Sanchez  
Matt Bliss

**School Leadership**

Summer Schneider

**Guests Attending the Board meeting**

Tyrone Washington  
Patricia Virella

**Committee Reports**

The **Governance Committee** report was presented by David Camputo.

1. New Board Members – presented two new potential Board members for approval.

The **Finance Committee** report was presented by Jared Parker.

1. Review of Performance vs budget

2. Discussion of performance vs SUNY Financial Dashboard

The **Academic Committee** report will be presented at the next meeting.

The **Fund Development Committee** report was presented by Hillary Swiggett.

1. This year is \$100,000 with a donation total of \$7,500.

#### Other Reports

The **School Leader's Report** was presented by Summer Schneider.

- Board Recruiting
- Marketing/ Branding update
- Facility update
  - Term Sheet for Cauldwell Avenue was reviewed.
- Legal update
- Talent update: SY20-21 shared with the Board
- Students and Families update: 384 students enrolled
- Academic Results update: iReady results from December were shared with the Board

#### Old Business

- None

#### New Business

- moved on the approval of term sheet for Cauldwell Avenue was agreed upon unanimously.
- moved on the approval of two new board members; Patricia Virella and Tyrone Washington were agreed upon unanimously.

#### Meeting Adjournment

David Camputo moved that the meeting be adjourned, and this was agreed upon unanimously at 7:01 PM.

*David Camputo*

*Chairman*

*Legacy College Preparatory Charter School*

*January 30, 2020*



**Legacy College Preparatory Charter School**

Board Meeting Minutes

February 27, 2020

**Call to Order**

The February 2020 board meeting of Legacy College Preparatory Charter School was held on Thursday, February 27, 2020 at 6:37 PM, the Board Chair presiding.

**Attendance**

**Voting Members joining in person**

None

**Voting Members joining via video conference**

1. David Camputo
2. Hillary Swiggett
3. Tyrone Washington
4. Jared Parker
5. Matt Bliss
6. Nikki Ho-Shing

**School Leadership**

1. Summer Schneider

**Board Members not in attendance**

1. Yvonne Guillen
2. Catherine Prefontaine
3. John Sanchez
4. Patricia Virella
5. Someera Khokhar

**Committee Reports**

The **Governance Committee** report was presented by David Camputo.

1. New Board Members – presented one new potential Board member for approval.

The **Finance Committee** report was presented by Jared Parker.

1. Review of Enrollment & SpEd
2. Review of Financial Performance vs Budget
3. Discussion of enrollment in budget vs charter approved enrollment
4. Actual submission to SUNY will reflect improved metrics

The **Academic Committee** report will be presented at the next meeting.

The **Fund Development Committee** report was presented by Hillary Swiggett.

1. Dinner Fundraising events are currently being planned with more information to follow.



## Other Reports

The **School Leader's Report** was presented by Summer Schneider.

- Board Recruiting
- Marketing/ Branding update
- Facility update
  - Term Sheet for Boricua was reviewed.
- Legal update
- Talent update: SY20-21 shared with the Board
- Students and Families update: 382 students enrolled
- Academic Results update: MAP Assessment from January results were shared with the Board

## Old Business

- None

## New Business

- moved on the approval of term sheet for Boricua College was agreed upon unanimously.
- moved on the approval of new board member Michael Rakiter was upon unanimously.
- moved on approval of 11 board members being voting members was agreed upon unanimously.
- Discussion around SUNY Charter Schools visit in May

## Meeting Adjournment

David Camputo moved that the meeting be adjourned, and this was agreed upon unanimously at 7:04 PM.

**David Camputo**  
**Chairman**  
**Legacy College Preparatory Charter School**

**February 27, 2020**



Legacy College Preparatory Charter School

Board Meeting Minutes

April 2, 2020

**Call to Order**

The March 2020 Board Meeting of Legacy College Preparatory Charter School was held on Thursday, April 2, 2020 at 6:41 PM EST., the Board Chair presiding.

**Attendance**

**Voting Members joining in Person**

None

**Voting Members joining via Video Conference**

1. David Camputo
2. Hillary Swiggett
3. Tyrone Washington
4. Jared Parker
5. Catherine Prefontaine
6. Nikki Ho-Shing
7. Michael Rakiter

**School Leadership**

1. Summer Schneider

**Board Members Not in Attendance**

1. Matt Bliss
2. John Sanchez
4. Patricia Virella
5. Someera Khokhar

**Non-Board Members in Attendance – ED Tec**

1. Derien De La Torre
2. Bryson
3. Brad
4. Peter

## Committee Reports

The **Governance Committee** report was presented by David Camputo.

1. Board Composition
2. Yvonne Guillen resigned from the LCP Board and the Board thanked Yvonne for her service a Founding Board member.
3. Catherine Prefontaine resigned from the LCP Board and the Board thanked her for her service as a Founding Board member.
4. Lease Negotiations
5. Friends of Legacy
6. SUNY Visit
7. Expulsion Hearing

The **Finance Committee** report was presented by Jared Parker.

1. Members of EdTech were introduced to the Board and an update on the budget process was discussed.

The **Academic Committee** did not meet.

1. Catherine Prefontaine resigned from the LCP Board and the Board thanked her for her service as a Founding Member.

The **Fund Development Committee** report was presented by Hillary Swiggett.

1. All in person fund raising events have been canceled due to COVID-19.

## School Leader Report

The **School Leader's Report** was presented by Summer Schneider.

1. Biggest Needs
  - a. Fund raising to meet our needs
  - b. Internet access for students during the COVID-19 period.
2. Marketing / Branding
  - a. No updates
3. Facility
  - a. Execution of lease on the Cauldwell Avenue location
4. Legal
  - a. Review of the lease of Boricua College
5. Talent
  - a. Staffing Totals
6. Students and Families
  - a. Current enrollment at 379
7. Academic Results
  - a. Trimester Exam results were shared.
8. Finance & Results
  - a. Fund raising to meet our needs due to cancelation of events due to COVID-19.

## Old Business

1. None

## **New Business**

1. Approval of the Academic Calendar for the Middle School
2. Approval of the Academic Calendar for the High School
3. Approval of the Student & Family Handbook for the Middle School
4. Approval of the Student & Family Handbook for the High School
5. SUNY Charter Visit has been cancelled.

## **Meeting Adjournment**

David Camputo moved that the meeting be adjourned, and this was agreed upon unanimously at 7:20 PM EST.

*David Camputo*

*Chairman - Legacy College Preparatory Charter School*

*April 3, 2020*

**Legacy College Preparatory Charter School  
Board Meeting Minutes  
April 30, 2020**

**Call to Order**

The April 2020 board meeting of Legacy College Preparatory Charter School was held on Thursday, April 30, 2020 at 6:30pm, the Board Chair presiding.

**Attendance**

**Voting Members joining in person:**

n/a

**Voting Members joining via video conference:**

1. David Camputo
2. Matthew Bliss
3. Hillary Swiggert
4. Nikki Ho-Shing
5. Someera Kohkar
6. Douglas Tyrone Washington
7. Michael Ratiker
8. Jared Parker
9. Patricia Virella

**School Leadership:**

1. Summer Schneider

**Guests**

1. Derian De La Torre, EdTech
2. Brad Blosser, EdTech
3. Bryson Wilson, EdTech

**Board Members not in attendance:**

1. John Sanchez

**Officer Reports**

The Governance Committee report was presented by David Camputo:

1. Resignation of Catherine Prefontaine and Yvonne Guillen
2. Succession planning for school leadership
3. Leadership evaluation to be discussed at next meeting

The Finance Committee report was presented by Jared Parker:

1. With high school opening next year we will still be cash stable.
2. Per pupil state funding cut in light of COVID-19
3. Review of Enrollment and SpEd
  - a. No material updates
4. Review 2020-21 budget
  - a. Revenues modeled flat on a per unit basis
  - b. Expenses modeled to include wage increases for staff (hence increased % of revenue from personnel and benefits)
  - c. Current budget includes an incremental 2% of revenue "contingency" (\$230K) over and above the contingency embedded in the enrollment forecast (whereby we forecast higher enrollment for expenses vs revenues).
    - i. Summer and EdTec to re-evaluate

The Academic Committee report will be presented at the next meeting.

The Fund Development Committee report was presented by Hillary Swiggert.

1. Fundraising events stalled at the moment due to COVID-19

### **Other Reports**

The School Leader's report was presented by Summer Schneider:

- Marketing/branding update
- Facility update: We executed the lease for the permanent site at Cauldwell Ave. The landlord is in the process of securing funding. Our lawyer is currently reviewing the lease for the temporary space at Boricua College.
- Legal update
- Talent update: We have no new staffing updates for this school year.
- Students and Families update: 379 students assigned to an advisory; summary of early indications of enrollment for next year
- Academic Results update
- Finance and development update: \$32,500 raised; goal is \$100,000
- Board Recruiting

### **Old Business:**

1. Motion to accept resignation of Yvonne Guillien from the Board; approved unanimously.

### **New Business:**

1. Motion to approve revisions to Employee Handbook; approved unanimously.

### **Meeting Adjournment**

David Camputo moved that the meeting be adjourned, and this was agreed upon unanimously at 6:55pm.



\_\_\_\_\_  
Matthew Bliss  
Board Secretary  
Legacy College Preparatory Charter School

\_\_\_\_\_  
04/30/2020  
Date of Approval

**Legacy College Preparatory Charter School  
Board Meeting Minutes  
June 4, 2020**

**Call to Order**

The June 2020 board meeting of Legacy College Preparatory Charter School was held on Thursday, June 4, 2020 at 6:37pm, the Board Chair presiding.

**Attendance**

**Voting Members joining in person:**

n/a

**Voting Members joining via video conference:**

1. Nikki Ho-Shing
2. Matthew Bliss
3. Patricia Virella
4. Jared Parker
5. Douglas Tyrone Washington
6. Hillary Swiggert
7. Michael Ratiker

**School Leadership:**

1. Summer Schneider

**Guests**

1. Derian De La Torre, EdTech
2. Brad Blosser, EdTech
3. Bryson Wilson, EdTech

**Board Members not in attendance:**

1. David Camputo
2. John Sanchez
3. Someera Kohkar

**Officer Reports**

The Governance Committee report was presented by Nikki Ho-Shing:

1. New Board member has been referred and candidacy will be presented to the Board at our next meeting.

The Finance Committee report was presented by Jared Parker:

1. 2021 budget in final stages leading up to approval.
2. EdTech shared 2021 budget presentation with the Board.

The Academic Committee report will be presented at the next meeting.

The Fund Development Committee report was presented by Hillary Swiggert.

1. Fundraising events stalled at the moment due to COVID-19

**Other Reports**

The School Leader's report was presented by Summer Schneider:

- Marketing/branding update
- Facility update: close to finalizing leases for both 416 Willis Ave and 332 E. 149<sup>th</sup> Street; minor modifications may be required.

- Legal update
- Talent update: We have no new staffing updates for this school year. 20 of 22 positions filled for next school year.
- Students and Families update
- Academic Results update
- Finance and development update: \$32,500 raised; goal is \$100,000

**Old Business:**

1. No old business.

**New Business:**

1. Motion to adopt 2021 operating budget; approved unanimously.
2. Motion to approve Vue as the janitorial services for next school year; approved unanimously.
3. Motion to approve lease with modifications by the School Leader for 332 E. 149<sup>th</sup> Street; approved unanimously.
4. Motion to approve lease with modifications by the School Leader for 416 Willis Avenue; approved unanimously.

**Meeting Adjournment**

Nikki Ho-Shing moved that the meeting be adjourned, and this was agreed upon unanimously at 7:18pm.



\_\_\_\_\_  
Matthew Bliss  
Board Secretary  
Legacy College Preparatory Charter School

\_\_\_\_\_  
06/04/2020  
Date of Approval



**Legacy College Preparatory Charter School  
Board Meeting Minutes  
June 25, 2020**

**Call to Order**

The June 2020 board meeting of Legacy College Preparatory Charter School was held on Thursday, June 25, 2020 at 6:33pm, the Board Chair presiding.

**Attendance**

**Voting Members joining in person:**

n/a

**Voting Members joining via video conference:**

1. David Camputo
2. Matthew Bliss
3. Patricia Virella
4. Douglas Tyrone Washington
5. Hillary Swiggert
6. Michael Ratiker
7. Jared Parker
8. John Sanchez

**School Leadership:**

1. Summer Schneider

**Guests**

1. David Borsack, potential new Board Member
2. Bryson Wilson, EdTech

**Board Members not in attendance:**

1. Someera Kohkar
2. Nikki Ho-Shing

**Officer Reports**

The Governance Committee report was presented by Nikki Ho-Shing:

1. New potential Board Member, David Borsack, attended this month's meeting; his candidacy for the board was evaluated by David and Summer.

The Finance Committee report was presented by Jared Parker:

1. No changes to 2021 budget shared last meeting.

The Academic Committee report was presented by Patricia Virella:

1. Patricia and Summer to meet next week to strengthen Academic Committee and formalize approach going forward.

The Fund Development Committee report was presented by Hillary Swiggert.

1. Fundraising events stalled at the moment due to COVID-19

**Other Reports**

The School Leader's report was presented by Summer Schneider:

- Marketing/branding update
- Facility update: We have finalized the lease for the temporary high school space at 332 E 149th St; We have finalized the lease assignment for the current space on Willis Ave.

- Legal update: We are having a lawyer review our final employee handbook.
- Talent update: fully staffed for upcoming school year
- Students and Families update: current enrollment stats shared; on track
- Academic Results update: results shared from May i-Ready test
- Finance and development update: \$33,630 raised; goal is \$100,000
- Update on guidance for reopening the school building in the Fall, including capacity and desk spacing

**Old Business:**

1. No old business.

**New Business:**

1. Motion to approve appointment of David Borsack to the Board; approved unanimously.

**Meeting Adjournment**

David Camputo moved that the meeting be adjourned, and this was agreed upon unanimously at 7:04pm.

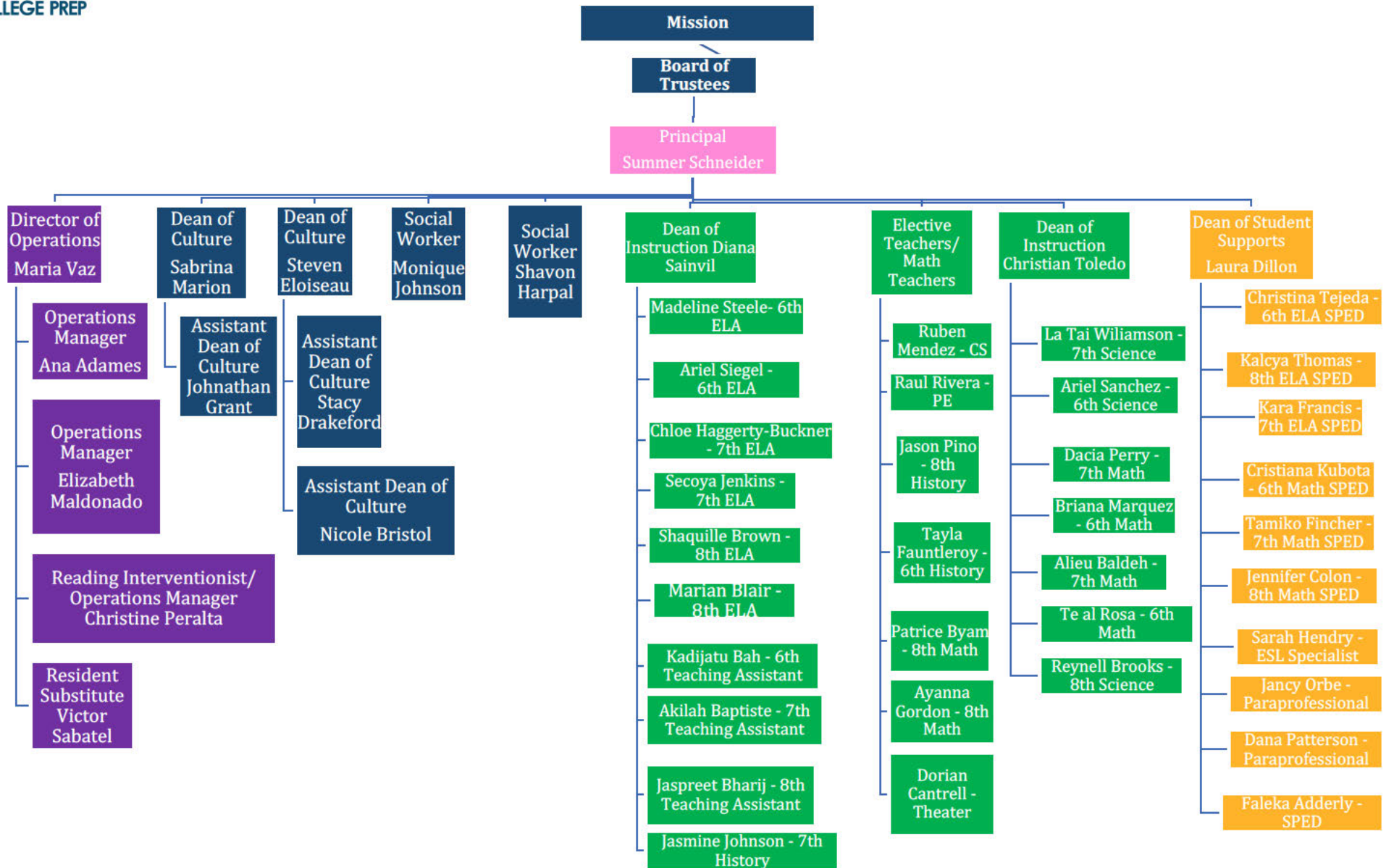


\_\_\_\_\_  
 Matthew Bliss  
 Board Secretary  
 Legacy College Preparatory Charter School

\_\_\_\_\_  
 06/25/2020  
 Date of Approval



## Organizational Chart SY 2019-2020





## Legacy College Preparatory 2020-2021 Academic Calendar

August 2020						
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 / 51 s u c o a Days						

September 2020						
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 Day / 21 s u c o a Days						

October 2020						
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						

November 2020						
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 / 71 s u c o a Days						

December 2020						
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 / 21 s u c o a Days						

January 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 / 91 s u c o a Days						

February 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						
PD Day / 41 s u c o a Days						

March 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 / 21 s u c o a Days						

April 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 / 71 s u c o a Days						

May 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						

June 2021						
S	M	T	W	Th	F	S
			1	2	3	4
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						

July 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 / 01 s u c o a Days						

Observed Holidays						
Sep 7 Labor Day						
Oct 2 Columbus Day						
Nov Veterans Day						
Nov 25-27 Thanksgiving Break						
Dec 2-3 Winter Break						
Jan New Year's Day						
Jan 8 Martin Luther King Jr. Day						
Feb 5-9 Midwinter Break						
Apr 5-9 Spring Break						
May 3 Memorial Day						
Jun 5 Independence Day						

Calendar Key			
	= Vaca o /Ho days		= Repo Ca d P ck Up
	= P ofess o a Deve op e		=F s /Las Day ofSc oo
	=Da a Days		= New T es e
	=Sude O e a o		= Assess e Days
	=Pa e O e a o /Co fe e ces		=Su e Sc oo

Days of Instruction 8						
Days of Professional Development 22						

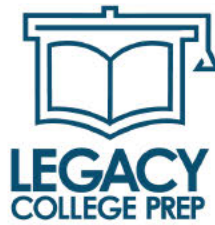
Trimester I = 59 days  
 Trimester II = 59 days  
 Trimester III = 59 days  
 Summer School = 10 days





Important Dates		
August	December	April
July 29 August 21 Summer PD No School	December 4 Data Day No School	April 5 9 Spring Break No School
August 18 20 Parent Orientation	December 11 Report Card Pick Up No School	April 21 22 NYS ELA Assessment
August 24 6th Grade First Day of School	December 11 18 Parent/Teacher Conferences	May
August 24 27 Student Orientation	December 22 31 Winter Break No School	May 5 6 NYS Mathematics Assessment
August 26 7th Grade First Day of School	January	May 19 21 NWEA MAP Testing
August 28 Professional Development No School	January 1 New Year's Day No School	May 31 Memorial Day No School
August 31 Trimester 1 Begins	January 18 MLK Jr. Day No School	June
September	January 20 22 NWEA MAP Assessment	June 1 4 EOY Exams
September 7 Labor Day No School	February	June 18 Last Day of School
September 2 4 NWEA MAP Assessment	February 5 Data Day No School	June 18 23 Parent/Teacher Conferences
October	February 15 19 Mid Winter Break No School	June 21 Professional Development No School
October 12 Columbus Day No School	March	June 22 Report Card Pick Up No School
November	March 2 5 Trimester 2 Exams	June 23 Professional Development No School
November 11 Veterans Day No School	March 19 Staff Data Day No School	July
November 17 20 Trimester 1 Exams	March 22 Trimester 3 Begins	July 5 Independence Day No School
November 25 27 Thanksgiving Break No School	March 26 Report Card Pick Up No School	July 12 23 Summer School
November 30 Trimester 2 Begins	March 26 April 2 Parent/Teacher Conferences	

Legacy College Prep  
400 E 145<sup>th</sup> St.  
Bronx, NY 10454  
P: 347-746-1558  
[www.legacycollegeprep.org](http://www.legacycollegeprep.org)



We are in the process of securing the fire inspection certificate for the new site. We should have this before August 24, 2020.



68 East 131 Street, New York, NY 10037  
Phone: 212-534-0915 | Fax: 212-281-2068  
L.I.C. # 474B  
admin@expertfiresprinkler.com

### FIRE SPRINKLER SYSTEM INSPECTIONS REPORT

Building Address: Sarsen Realty- 416 Willis ave, bronx ny 10454

Contact: [REDACTED]

TYPE OF SYSTEM: WET ☒ DRY ☐

MONTHLY INSPECTION: YES ☐ NO ☒ N/A ☐

DATE OF INSPECTION: 7/12/18

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 \_\_\_\_\_

Witness inspection by:

Print Name: Maria Vaz Signature: [Signature]



68 East 131 Street, New York, NY 10037  
Phone: 212-534-0915 | Fax: 212-281-2068  
L.I.C. # 474B  
admin@expertfiresprinkler.com

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: **SARSEN-416 WILLIS AVE**

Contact person: \_\_\_\_\_

TYPE OF SYSTEM: WET ☒ DRY ☐

MONTHLY INSPECTION: YES ☐ NO ☒ N/A ☐

DATE OF INSPECTION: 6/13/18

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 \_\_\_\_\_

Witness inspection by: \_\_\_\_\_

Print Name: Maria Vaz Signature: \_\_\_\_\_





68 East 131 Street, New York, NY 10037  
Phone: 212-534-0915 | Fax: 212-281-2068  
L.I.C. # 474B  
[admin@expertfiresprinkler.com](mailto:admin@expertfiresprinkler.com)

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

**Building Address:** Sarsen Realty 416 Willis Avenue, Bronx. Tel: 212-645-0101

**TYPE OF SYSTEM:** WET ☒ DRY ☐

**MONTHLY INSPECTION:** YES ☒ NO ☐ N/A ☐

**DATE OF INSPECTION:** 5/11/18

Monthly Inspections:

**1. Control Valves:**

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 \_\_\_\_\_

Witness inspection by: \_\_\_\_\_

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_

Paint Control valve in  
Gertios Green.  
Paint Siamese Cover Green.  
Please remove the Curb Box Sign  
and Sprinkler throughout Building Sign  
of Doors put outside beside Siamese  
connection, and replace the signs  
on both door with Sprinkler Control  
Comment on all "NO" Answers Room Sign



68 East 131 Street, New York, NY 10037  
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L.I.C. # 4748  
admin@expertfiresprinkler.com

1) Control Valve sig  
Sprinkler Control  
Room

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: **Sarsen realty 416 Willis Avenue Bronx, New York. Tel: 212-645-0101**

TYPE OF SYSTEM: WET ☒ DRY ☐

MONTHLY INSPECTION: YES ☒ NO ☐ N/A ☐

DATE OF INSPECTION: 4/13/18

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

Is control valve open?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Are chains and lock or tamper switch in good condition	<input type="checkbox"/> N/A <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Painted or Corroded sprinkler heads?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	_____
Main Drain?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Inspectors test valve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Siamese connection?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Drain valve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Ball Drip valve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Curb Box?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____

2. OS&Y Valve (Choose One) ☒ Tamper Switch ☐ Chain and Lock

3. **Gauges:**

Are gauges showing pressure?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Do gauges appear to be in good condition?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____

4. **Spared sprinkler box:**

Does the box have sprinkler heads in it?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Does the box have a sprinkler wrench?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____

5. **Alarm System:**

Is alarm visible?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
<input checked="" type="checkbox"/> Central Alarm system <input type="checkbox"/> Local Alarm		

6. **Signs**

Are signs in place?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
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Witness inspection by:

Print Name: Judge Bono Signature: [Signature]



YOU ARE SAFE!



68 East 131 Street, New York, NY 10037  
Phone: 212-534-0915 | Fax: 212-281-2068  
L.I.C. # 474B  
admin@expertfiresprinkler.com

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: **Sarsen Realty 416 Willis Avenue Bronx Contact: 212-645-0101**

TYPE OF SYSTEM: WET ☒ DRY ☐

MONTHLY INSPECTION: YES ☒ NO ☐ N/A ☐

DATE OF INSPECTION: 3/8/18

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 \_\_\_\_\_

Witness inspection by:

Print Name: CURTIS WILLIAMS Signature: Curtis Williams



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Phone: 212-534-0915 | Fax: 212-281-2068  
L.I.C. # 474B  
admin@expertfiresprinkler.com

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: **Sarsen Realty 416 Willis Avenue Bronx Contact: 212-645-0101**

TYPE OF SYSTEM: WET ☒ DRY ☐

MONTHLY INSPECTION: YES ☒ NO ☐ N/A ☐

DATE OF INSPECTION: 2/8/18

Monthly Inspections:

1. **Control Valves:**

Comment on all "NO" Answers

Is control valve open?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Are chains and lock or tamper switch in good condition	<input type="checkbox"/> N/A <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Painted or Corroded sprinkler heads?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	_____
Main Drain?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Inspectors test valve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Siamese connection?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Drain valve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Ball Drip valve?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	_____
Curb Box?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 \_\_\_\_\_

Witness inspection by: \_\_\_\_\_

Print Name: \_\_\_\_\_ Signature: \_\_\_\_\_





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L.I.C. # 474B  
admin@expertfiresprinkler.com

**FIRE SPRINKLER SYSTEM INSPECTIONS REPORT**

Building Address: Sarsen Realty 416 Willis Avenue, Bronx NY, Contact: 212-645-0101

TYPE OF SYSTEM: WET ☒ DRY ☐

MONTHLY INSPECTION: YES ☒ NO ☐ N/A ☐

DATE OF INSPECTION: 1/19/18

**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

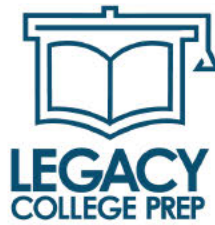
**6. Signs**

Are signs in place? ☒ Yes ☐ No \_\_\_\_\_

Witness inspection by:

Print Name: Curtis Williams Signature: Curtis Williams

Legacy College Prep  
400 E 145<sup>th</sup> St.  
Bronx, NY 10454  
P: 347-746-1558  
[www.legacycollegeprep.org](http://www.legacycollegeprep.org)



We are in the process of securing the TCO for the new site. We should have this before August 24, 2020.



# 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.*

<b>A.</b>	<b>Borough:</b> Bronx	<b>Block Number:</b> 02289	<b>Certificate Type:</b> Final
	<b>Address:</b> 416 WILLIS AVE.	<b>Lot Number(s):</b> 3	<b>Effective Date:</b> 07/09/2019
	<b>Building Identification Number (BIN):</b> 2098220		
	<b>Building Type:</b> Altered		

This building is subject to this Building Code: 1968 Code

For zoning lot metes & bounds, please see BISWeb.

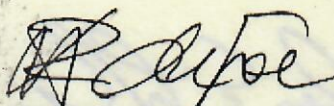
<b>B.</b>	<b>Construction classification:</b>	1-E	(1968 Code designation)
	<b>Building Occupancy Group classification:</b>	B	(2014/2008 Code)
	<b>Multiple Dwelling Law Classification:</b>	None	
	<b>No. of stories:</b> 2	<b>Height in feet:</b> 23	<b>No. of dwelling units:</b> 0

<b>C.</b>	<b>Fire Protection Equipment:</b> Fire alarm system, Sprinkler system, Fire Suppression system
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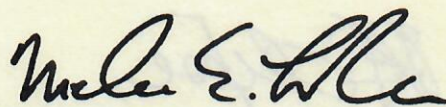
<b>D.</b>	<b>Type and number of open spaces:</b> None associated with this filing.
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<b>E.</b>	<b>This Certificate is issued with the following legal limitations:</b> None
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<b>Borough Comments:</b>	None
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Borough Commissioner



Commissioner





# Certificate of Occupancy

Page 2 of 2

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
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END OF SECTION

Borough Commissioner

Commissioner