

Alabama Charter School Renewal Application

Charter Renewal Application #000831

Legacy Prep

Location Code: 803

Submitted To:

Alabama Public Charter School Commission
Alabama Charter School Commission

50 North Ripley St.
P.O. Box 302101
Montgomery, AL 36104
Phone: 334-694-4908

Submitted By:

Reneta Johnson
1500 DANIEL PAYNE DR
BIRMINGHAM, AL 35214-4458

Table Of Contents

General

- A. School Information
- B. Contact Person
- C. Enrollment Projections
- D. Board Members

Executive Summary

- 1. Enrollment and Demographic Information

Looking Back: The Record of Performance

- 1. Academic Performance
- 2. Financial Performance
- 3. Organizational Performance
- 4. Other Performance

Looking to the Future

- 1. Adjustments to Performance Frameworks
- 2. Changes to School's Current Model
- 3. Other

Exhibits

- 1. Projected Budget
- 2. Alabama Continuous Improvement Plan
- 3. ESSER Plans
- 4. Compliance Monitoring Report
- 5. Accreditation Report and Quality School Review(s)

GENERAL

A. School Information

School Type: **Elementary / Middle / High**
 Grade Levels: **[PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12]**
 School District: **Birmingham**
 Neighborhood / Community: **Pratt**
 Organization Type: **Non-profit Corportation**
 Sponsoring Entity: **Non-profit Organization**
 Address: **1500 Daniel Payne Drive , Birmingham, AL 35214**
 Phone: **(205) 573-0777**
 Fax:
 Web Site: **www.legacyprepal.org**
 Calendar Type: **Standard - 180 instructional days**
 Educational Service Provider: **Family Advisory Leadership Council (FALC) (None)**

B. Primary Contact Person

Name: **Reneta C. Johnson**
 Mailing Address: **1500 DANIEL PAYNE DR BIRMINGHAM, Alabama 35214-4458**
 Mobile Phone: **205 756-9190**
 Alternate Phone:
 Email: **rjohnson@legacyprepal.org**
 Current Employer: **Legacy Prep**

C. Attendance Projections

Grade Level	Year 1 Enrollment		Year 2 Enrollment		Year 3 Enrollment		Year 4 Enrollment		Year 5 Enrollment	
	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.	Min.	Max.
PK										
K	77	85	77	85	77	85	77	85	77	85
1	77	85	77	85	77	85	77	85	77	85
2	72	80	68	75	68	75	68	75	77	85
3	68	75	72	80	81	90	81	90	68	75
4	68	75	72	80	78	87	81	90	81	90
5	45	50	72	80	72	80	78	87	81	90
6	41	45	45	50	45	50	72	80	78	87
7			41	45	45	50	72	80	72	80
8					41	45	46	51	72	80
9							41	45	46	51

10									41	45
11										
12										
Total	448	495	524	580	584	647	693	768	770	853

D. Board Members

Name	Title	Contact Information	Current Employer
Abdullah, Ruqayyah	Board Chairperson	P: M: 205-706-1650 E: abdullah.ruqayyah@gmail.com	Trillion Communications
Chapple, Reginald	Board Member	P: M: 205-281-9497 E: rlcjourney@gmail.com	Oracle
Crumb, Desiree	Board Member	P: M: 205-381-2251 E: desirecrumb@gmail.com	Santander USA
Johnson, Reneta C.	Executive Director	P: M: 205 756-9190 E: rjohnson@legacyprepal.org	Legacy Prep
Mancarella, Orazio	Board Vice Chairperson	P: M: 205-999-0542 E: orazio.mancarella@gmail.com	BBVA Compass Bank
McElroy, Adrienne	Board Secretary	P: M: 205-913-0052 E: adrienne.mcelroy@trillionusa.com	Trillion Communications
Nix, Latasha	Board Member	P: M: 205-492-1974 E: lnix@lawsonstate.edu	Lawson Community College
Williams, Earlisha	Board Member	P: M: 205-542-3812 E: earlishaw@gmail.com	Protective

Executive Summary

1. Enrollment and Demographic Information

Executive Summary

Legacy Prep Charter School is located in the Pratt Community of Birmingham, Alabama. Pratt contains an overall population of 8,281 people; whereas 94% of that population consists of Black/African-American, 3% White/Caucasian, 1% Hispanic/Latino, 1% Asian and 1% Other. Additional communities served by Legacy Prep include Adamsville, Bessemer, Birmingham, Centerpoint, and Pinson.

At the end of 2022- 2023 school year, Legacy Prep saw notable growth in its student body, with an additional 25 students compared to the previous year, raising the total enrollment from 380 to 405 students spanning grades K-5. For the current school year (2023-2024), Legacy Prep has seen an even greater expansion by increasing enrollment to 438 students and adding a 6th grade. Legacy Prep also boasts a strong waitlist of 118 families, which further underscores the parental interest and community demand for the school.

Mission and Vision

Our mission is to educate our scholars using an entrepreneurial approach. By cultivating self-motivated freethinkers through promoting leadership development and building real-world problem-solving skills, our scholars will become global leaders who will embrace their identity, lead lives of choice and opportunity, and impact their communities as the next generation of socially conscious leaders. Legacy Prep achieves this mission and vision through a three-part school model: (1) Entrepreneurship, (2) Whole-Child Development, and (3) Personalized Learning.

Entrepreneurship: The entrepreneurship focus in the school is tied to our mission by centering on the following:

- **Embrace their identity:** Students will learn about the importance of being self-confident and self-aware, as well as the importance of understanding their own strengths and weaknesses.
- **Lead lives of choice and opportunity:** Students will learn about the importance of setting goals, making plans, and taking risks. They will also learn about the importance of being creative and innovative.
- **Impact their communities as the next generation of socially-conscious leaders:** Students will learn about the qualities and characteristics of effective leaders as well as learn about the importance of effectuating change in their communities. More importantly, they will learn about the importance of social entrepreneurship and practice using business skills to solve social problems.

Whole Child Development: Legacy's Whole Child Leadership Development program is aligned with the Responsive Classroom framework. This program emphasizes that an excellent education requires not only academic rigor but also cultivating routines, skills, and a growth mindset where scholars thrive. The Whole Child Leadership Development program is implemented through a variety of activities, including:

- **Community involvement:** We encourage students to get involved in their community through service projects. These projects enable students to positively impact their community, strengthen their leadership skills, and heighten their social responsibility awareness.
- **Service learning:** Service learning is a form of experiential learning that combines academic learning with community service. Service-learning projects allow students to apply their academic skills to real-world problems and make a difference in their community. Students are also introduced to design thinking principles to help students empathize, define problems, ideate solutions and prototype using service learning.
- **Character education:** Character education is the process of educating students about the importance of positive character traits, such as honesty, respect, and responsibility. Legacy Prep teaches students about these traits through classroom lessons, discussions, and activities.
- **Soft skills:** Soft skills are the interpersonal skills that are essential for success in school, work, and life. These skills include communication, teamwork, problem-solving, and conflict resolution. Legacy Prep teaches students about soft skills through classroom lessons, activities, and mentoring.

Personalized Learning: Personalized learning is a method of teaching and learning that is tailored to each student's individual needs and interests. Legacy Prep's personalized learning program is designed to help students reach their full potential. Legacy Prep believes that all students deserve to be challenged and supported, and that personalized learning is the best way to do that.

The following elements are evident in Legacy Prep's personalized approach to instruction:

- **Differentiation:** We differentiate instruction to meet the needs of all learners using several multi-sensory strategies. This means that we provide different levels of support and challenge to each student, depending on their individual needs.
- **Assessment:** We utilize assessment data to drive instructional decisions. Through regular monitoring of student progress, Legacy Prep educators determine the next-best steps to address student needs.
- **Collaboration:** We believe that learning is most effective when it is collaborative. We encourage students to work together to solve problems and learn from each other.
- **Goal setting:** We help students set goals for themselves and track their progress. This helps students stay motivated and focused on their learning.
- **Support:** We provide students with the support they need to succeed. This includes academic support, social-emotional support, and family support.

- **Use of technology:** We use technology to personalize learning. This includes using online learning platforms, virtual tutors, and personalized learning apps.
- **Data-driven decision-making:** We use data to inform our instruction. This includes collecting data on student progress, engagement, and learning styles.
- **Collaboration with families:** We collaborate with families to support student learning. This includes providing families with resources, training, and opportunities to be involved in their child's education.
- **Focus on self-regulation:** We help students develop self-regulation skills. This includes teaching students how to set goals, manage their time, and stay focused on their learning.

Community Connections: Legacy Prep has formed strong community partnerships to strengthen its school-community relationships. The Birmingham Children's Theater and Ursula Smith Dance Company have collaborated with Legacy Prep on various artistic projects, fostering creativity and cultural enrichment among the students. Additionally, Legacy Prep has worked closely with the Boys and Girls Club of America, organizing joint programs and activities to promote social and emotional development. The school's involvement in Walmart community clothing drives exemplifies its commitment to serving the wider community and addressing the needs of disadvantaged individuals. Lastly, Legacy Prep has established connections with esteemed colleges such as Alabama State University, Samford University, Miles College, Talladega College, and UAB, allowing for scholar instruction, professional development opportunities, and recruitment initiatives.

Leadership:

- **Dr. Reneta Johnson - Head of Schools**

Dr. Reneta Johnson is an educational leader who has spent her career working for social justice and educational equality for underserved students. She graduated from Alabama State University in 2002 with a Bachelor's degree in Elementary Education. In addition to her Bachelor's degree, Dr. Johnson holds a Master's degree in the Development of Educational Programs, a Specialist's Degree in Educational Leadership, and a Doctoral Degree in Organizational Leadership. Dr. Johnson worked as the Alabama Reading Initiative's (ARI) Regional Literacy Leadership Specialist at the Alabama State Department of Education. There, she supported principals and leaders throughout the state with Literacy components. Over the course of her career, she has held positions such as instructional coach, assistant principal, principal, international school leader and leadership coach.

- **Willie Davis - Chief Financial Officer**

Willie Davis currently serves as the Chief School Financial Officer at Legacy Prep Charter School. Willie is a transformative and notable leader with over 20 years of experience in governmental accounting in both state and local governments (primarily in Alabama school districts) and has had ten years of experience in corporate accounting and finance at prominent Fortune 500 companies. Willie has developed, implemented, and managed general and federal funded budgets ranging from \$3 million to \$300 million. He has served as an Internal Auditor, Chief Accountant, Director of Accounts Payable, Director of Finance, and Chief Financial Officer.

- **Dr. LaBrenica Harris- Academic Coordinator**

Dr. Harris is a proven instructional leader holding several degrees from Samford University. She has over 20 years of experience in education. She is a National Board Certified teacher and mentor educator in literacy. Additionally, she is an International Baccalaureate PYP, ARI, and AMSTI-trained instructor. Her innovation, and proactivity, coupled with her future-focused spirit have enabled her to produce rapid results through improved teacher performance.

Governance: Legacy Prep is governed by seven experienced and committed board members with an average of over 20+ years of extensive corporate and nonprofit experience. A part of the board’s makeup includes at least 20% of parents of current and former scholars of Legacy Prep who provide invaluable perspective and insights regarding the students and families it serves. Board members have demonstrated a commitment to the success of Legacy Prep with 100% financial contribution participation and over 100 volunteer hours in 2022 - 2023. The Legacy Prep Board members are mission-driven, locally rooted, and accomplished in the skills needed to oversee successful charter operations. These members provide this oversight by adopting and directing a long-term strategic plan, monitoring the budget to achieve the plan’s goals, and selecting and evaluating the school leader. The board remains committed to ensuring academic achievement for scholars, maintaining strong financial and governance oversight, and supporting the Head of the School to achieve the long-term sustainability of Legacy Prep.

Attachments

Section 1: Enrollment and Demographic Information

1.1	Table A - Current Year Enrollment and Demographic Information	Johnson, Reneta C., 9/28/23 5:16 PM	PDF / 84.881 KB
-----	---	-------------------------------------	-----------------

Looking Back: The Record of Performance

1. Academic Performance

According to the Alabama Public Charter School Commission's (APCSC) Academic Performance Framework (revised 11/30/2021), Legacy Prep has met or exceeded the overall academic performance objectives established by the Alabama Public Charter School Commission.

State Report Card Performance: During the 2022-2023 school year, Legacy Prep received a report card rating of a 71/C, which meets the standard established by the APCSC Academic Performance Framework.

Academic Proficiency: Additionally, Legacy Prep's subcategory academic proficiency performance met or exceeded the APCSC's standard. A summary of 2022 academic proficiency in comparison to the local school district is as follows:

2022 ACAP Performance Comparisons	Legacy Prep	Birmingham City Schools	Performance Gains	APCSC Framework Metric
English	31.11%	25.12%	5.99%	Exceeds (5% higher over 5-years)
Math	12.22%	8.21%	4.01%	Meets: Between 1% and 5% higher over 5-years)
Science	17.07%	13.45%	3.62%	Meets: Between 1% and 5% higher over 5-years)

Academic Growth: In the area of student growth, Legacy Prep exceeded the APCSC's established targets by scoring 90.82% in English and 93.4% in Math.

Subgroup Performance Comparisons: Legacy Prep is particularly proud that the performance of students who were economically disadvantaged greatly outpaced that of the Birmingham City School System. This is particularly noteworthy since Legacy Prep serves a significantly greater percentage of economically disadvantaged students (99.69% (Legacy Prep) versus 68.06% (Birmingham City Schools)).

Economically Disadvantaged

ACAP 2022 Proficiency

<u>Subject</u>	<u>LP</u>	<u>BCS</u>
ELA	31.1%	20.56%
Math	12.22%	5.68%
Science	17.07%	10.85%

Things to note: LP serves a 99.69% economically disadvantaged population vs BCS serving a 68.06% economically disadvantaged population. The above comparison is between that specific subpopulation. LP outperformed BCS in all subject areas.

Attachments

Section 1: Academic Performance

1.1	Legacy Prep vs. BCS	Johnson, Reneta C., 9/28/23 7:12 PM	PDF / 103.48 KB
-----	-------------------------------------	-------------------------------------	-----------------

2. Financial Performance

As reflected in the Charter Renewal Performance Report, Legacy Prep has not only met but exceeded the overall financial performance objectives set by the Alabama Public Charter Commission. With an impressive cash reserve of 78.38 days, well above the recommended 60-day target, Legacy is in a strong financial position to continue to sustain its growth. Moreover, Legacy Prep has never defaulted on a debt and has a debt to asset ratio of 0.45. These metrics serve as a testament to the dedicated efforts and responsible management of the School Leadership and Board of Directors, affirming the school's ability to ensure its continued operations and sustainability.

Attachments

Section 2: Financial Performance

2.1	Budget SY 2024	Johnson, Reneta C., 9/29/23 3:43 PM	PDF / 4.939 KB
2.2	Budget SY 2023 - Final	Johnson, Reneta C., 9/29/23 3:42 PM	PDF / 4.92 KB

3. Organizational Performance

According to the Charter Renewal Performance Report, Legacy Prep met standards in all but two areas of the framework. The specific areas of concern are as follows: (1) meeting financial reporting and compliance requirements and (2) complying with governance requirements.

Meeting Financial Reporting and Compliance Requirements

During the first five years of Legacy Prep's activities, the school participated in financial audits and compliance monitoring reviews by both the Chief Examiner of Public Accounts and the Alabama State Department Compliance Monitoring Team for financial activities covering 2019-2020. These evaluations revealed areas of improvement. The Board of Directors for Legacy Prep took prompt action to address the concerns revealed through these reviews. As a result, the following improvements have been made to Legacy Prep's financial controls and processes:

- **Added a Federal Programs officer dedicated to the adherence and participation of the program**
- **Hired a seasoned Chief School Financial Officer (CSFO) with more than 25 years of financial leadership experience, who has experience in governmental accounting in both state and local governments (primarily in Alabama school districts)**
- **Provided annual financial management training for current board members and new board members**
- **Implemented and updated internal controls and processes to strengthen oversight and ensure proper fiscal management**
- **Purchased an improved accounting system to ensure timely and accurate financial tracking**
- **Increased transparency of financial reporting at all levels of the organization**
- **Provided all additional documentation to clear all findings reported by the Alabama State Department of Education Compliance Monitoring Team**

The impact of these actions in strengthening the financial controls and processes of Legacy Prep is evident in the most recent financial audit of the school covering activities during the 2022 fiscal year. This audit revealed no audit findings or materials weaknesses in internal controls. These results suggest that Legacy Prep has addressed financial reporting and compliance concerns and has developed a system of financial controls and processes that ensures it meets all requirements outlined for Alabama Public Charter Schools in the future.

Complying with Governance Requirements

The Legacy Prep Board of Directors takes complying with governance requirements seriously. To strengthen a culture of organizational compliance, the Board of Directors has added additional capacity by recruiting additional board members with diverse backgrounds and skill sets. The Board regularly participates in training and conferences held by the Alabama Association of School Board (AASB). Collectively, they have attended

over 40 conferences/trainings/workshops to strengthen board governance and oversight. This enhanced board development has helped to improve organizational compliance at all levels.

During the recent Cognia School Review Process, Cognia's report found that signed conflict of interest forms and policies were missing from their data review, and because of this finding, Legacy Prep was found not to comply with governance requirements. However, Legacy Prep has had signed conflict-of-interest forms and a conflict-of-interest policy in place since its inception. These materials are submitted annually to the Alabama Public Charter School Commission using Charter.Tools, as required. These documents were also provided to Cognia during the School Review Process, but they must have been overlooked in error.

The fact that these items were simply overlooked as the only reason for failing to meet governance requirements is a positive indication that Legacy Prep's actions to ensure a culture of organizational compliance has been effective and will serve the school well into the future.

Attachments

Section 3: Organizational Performance

3.1	Conflict of Interest Disclosure - Abdullah	Johnson, Reneta C., 9/29/23 3:31 PM	PDF / 213.117 KB
3.2	Conflict of Interest Disclosure - Nix	Johnson, Reneta C., 9/29/23 3:30 PM	DOCX / 78.325 KB
3.3	Conflict of Interest Disclosure - McElory	Johnson, Reneta C., 9/29/23 3:30 PM	DOCX / 18.931 KB
3.4	Conflict of Interest Disclosure - Mancarella	Johnson, Reneta C., 9/29/23 3:29 PM	PDF / 284.789 KB
3.5	Conflict of Interest Disclosure - Crumb	Johnson, Reneta C., 9/29/23 3:28 PM	DOCX / 42.044 KB
3.6	Conflict of Interest Disclosure - Williams	Johnson, Reneta C., 9/29/23 3:27 PM	PDF / 141.587 KB
3.7	Bylaws	Johnson, Reneta C., 9/29/23 3:26 PM	PDF / 151.254 KB
3.8	Conflict of Interest Policy	Johnson, Reneta C., 9/29/23 3:17 PM	PDF / 73.234 KB
3.9	Revised Spending Policy	Johnson, Reneta C., 9/28/23 8:17 PM	PDF / 111.548 KB
3.10	Revised Financial Policy	Johnson, Reneta C., 9/28/23 8:15 PM	PDF / 141.331 KB
3.11	Legacy Prep Corrective Action Plan	Johnson, Reneta C., 9/28/23 7:59 PM	PDF / 1.523 MB

4. Other Performance

Attachments

Section 4: Other Performance

– No Attachments –

Looking to the Future

1. Adjustments to Performance Frameworks

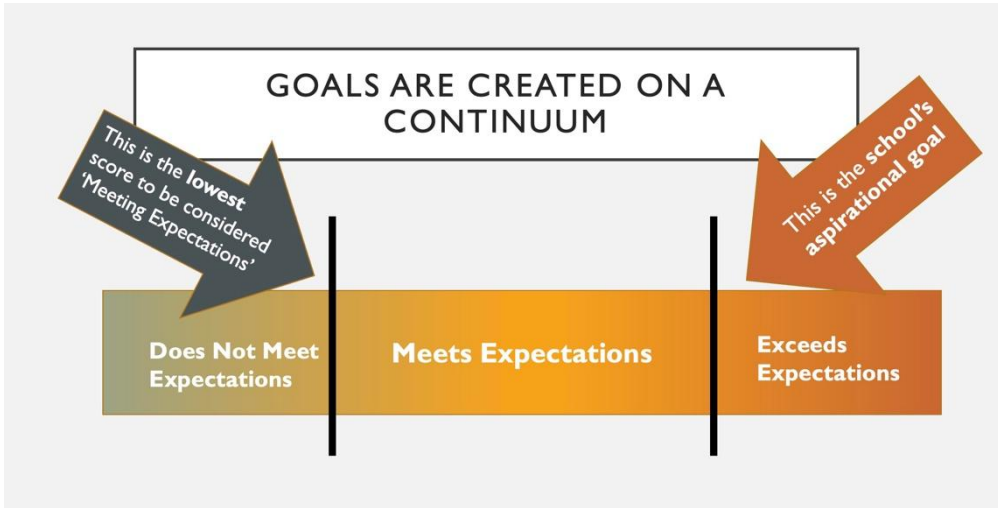
Legacy Prep requests the establishment of a school-specific academic performance framework for our next charter contract. This framework will be developed in partnership with A-Game, a national expert in charter authorizer practice and performance framework development, based out of the National Charter Schools Institute. This school-specific framework will help to clarify expected academic performance of Legacy Prep in comparison to its surrounding, high-poverty peer schools in Birmingham City Schools. According to 2022 data, Legacy Prep is the highest-poverty elementary school in Birmingham with 99% of students in poverty, compared with the district average of 68%. This school-specific framework will be based upon the ALSDE's school performance framework and will ensure the school outperforms its peer high-poverty schools in Birmingham City.

ALSDE ACCOUNTABILITY INDICATORS, METRICS, AND TWO MISSION-SPECIFIC GOAL

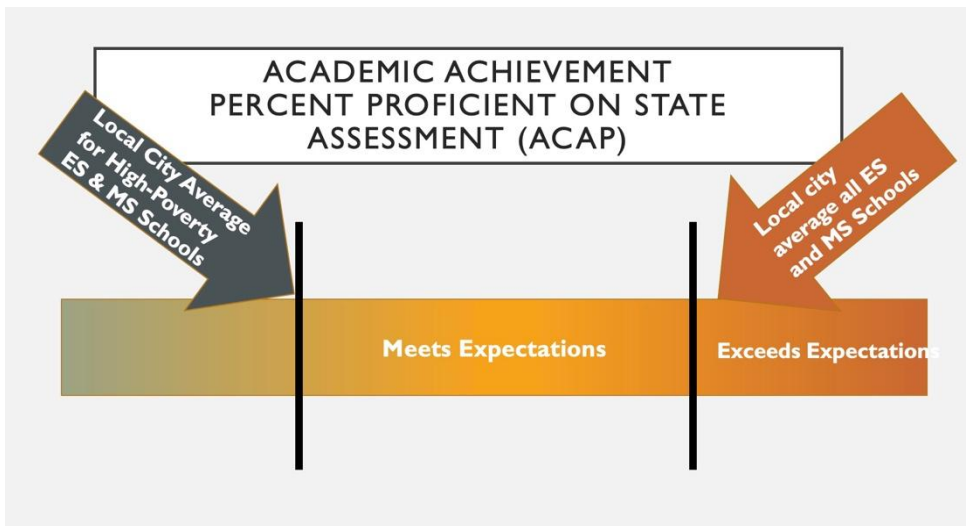
Type	Accountability Indicator	Metric
ALSDE	Academic Achievement	Percent of "Academic Achievement" on ACAP as reported on State Report Card
ALSDE	Academic Growth	Percent of "Academic Growth" on ACAP as reported on State Report Card
ALSDE	Chronic Absenteeism	Percent of students missing 18 or more days as reported on State Report Card
Mission Specific	NWEA Growth-ELA	Percent of students meeting their conditional growth percentile expectations in ELA
Mission Specific	NWEA Growth – Math	Percent of students meeting their conditional growth percentile expectations in Math

The performance framework goals will be developed on a continuum, with the floor set at a minimum threshold of performance to be attained in order for the school to be considered meeting its goals.

- **Below expectations** – This will likely be set below the city's average performance for high-poverty, non-magnet elementary and middle schools.
- **Meets expectations**—This will be the span of performance between the Floor and the Target
- **Exceeds expectations**—This will be a target for the school to meet above the city's average performance for all elementary and middle schools (including magnet schools).

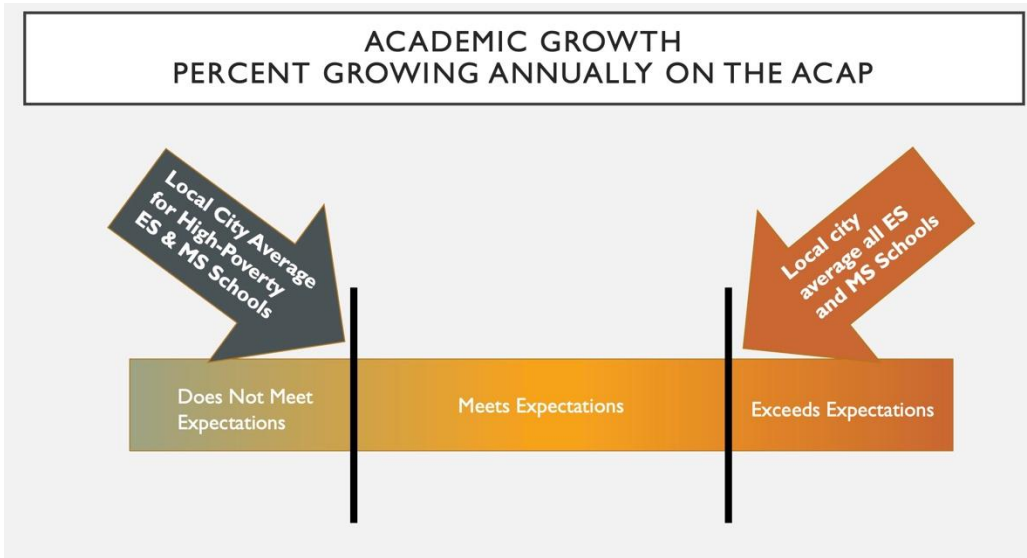


Goal 1: Student Academic Achievement



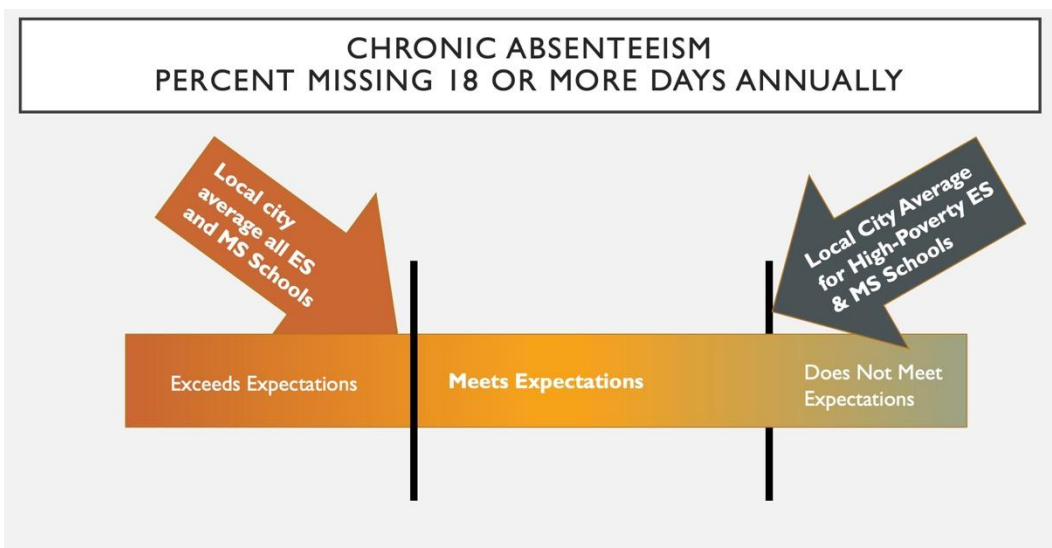
Description: Goal will be based upon the “academic achievement” section of the ALSDE State Report Card. The percentage performance for the “floor” will be set below the average performance of high-poverty, non-magnet elementary and middle schools in Birmingham City. The target to reach for “exceeds expectations” will be set at the local city average for all elementary and middle schools (including magnet schools).

Goal 2: Student Academic Growth



Description: Goal will be based upon the “academic growth” section of the ALSDE State Report Card. The percentage performance for the “floor” will be set below the average performance of high-poverty, non-magnet elementary and middle schools in Birmingham City. The target to reach for “exceeds expectations” will be set at the local city average for all elementary and middle schools (including magnet schools).

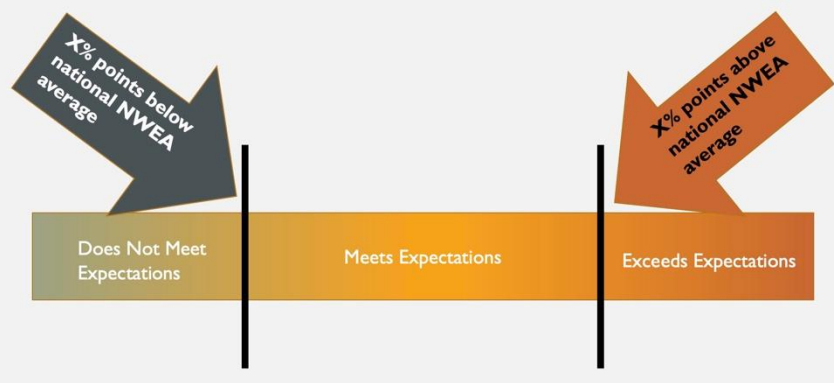
Goal 3: Chronic Absenteeism



Description: Goal will be based upon the “chronic absenteeism” section of the ALSDE State Report Card. The percentage performance for the “floor” will be set below the average performance of high-poverty, non-magnet elementary and middle schools in Birmingham City. The target to reach for exceeds expectations will be set at the local city average for all elementary and middle schools (including magnet schools).

Goals 4 & 5: Student Growth NWEA – English Language Arts & Math

**STUDENT GROWTH
PERCENT REACHING NWEA GROWTH TARGET ANNUALLY**



Description: This goal will be based upon the percentage of average conditional growth met by Legacy Prep students in comparison to national averages of growth reported by NWEA. While the final proposal will be determined by A-GAME’s analysis of NWEA data. The “floor” is set below the NWEA’s national average, and the target to exceed expectations will be set above NWEA’s national average.

PROPOSAL TO COMMISSION

Type	Indicator	Metric	Below	Meets	Exceeds
ALSDE	Academic Achievement	Percent of “Academic Achievement” on ACAP as reported on State Report Card	TBD	TBD	TBD
ALSDE	Academic Growth	Percent of “Academic Growth” on ACAP as reported on State Report Card	TBD	TBD	TBD
ALSDE	Chronic Absenteeism	Percent of students missing 18 or more days as reported on the State Report Card	TBD	TBD	TBD
Mission Specific	NWEA Growth-ELA	Percent of students meeting their conditional growth percentile expectations in ELA	TBD	TBD	TBD
Mission Specific	NWEA Growth – Math	Percent of students meeting their conditional growth percentile expectations in Math	TBD	TBD	TBD

Legacy Prep, in partnership with A-Game, proposes to establish the specific floor and ceiling targets based upon 2022-2023 performance, once these scores have been released, and before the execution of a new charter contract.

Attachments

Section 1: Adjustments to Performance Frameworks

– No Attachments –

2.Changes to School's Current Model

A. Educational Plan

Legacy Prep requests changes to the existing approved school model. A summary of the model can be found below.

I. Mission, Vision, Identification of Targeted Student Population & Community

Mission: Our mission is to educate our scholars using an entrepreneurial approach.

Vision: We envision an exceptional educational experience in our scholars' lives that readies them to establish their legacy, prepared and inspired to create a life full of opportunity, choice, connection, and meaning.

II. Academic Program

Our mission is to educate our scholars using an entrepreneurial approach. By cultivating self-motivated freethinkers through promoting leadership development and building real-world problem-solving skills, our scholars will become global leaders who will embrace their identity, lead lives of choice and opportunity, and impact their communities as the next generation of socially conscious leaders. Legacy Prep achieves this mission and vision through a three-part school model: (1) Entrepreneurship, (2) Whole-Child Development, and (3) Personalized Learning.

Entrepreneurship

Our entrepreneurship curriculum is based on the Alabama Course of Study on Entrepreneurship. The curriculum covers a wide range of topics, including social and civil responsibilities of business ownership, typical behavioral characteristics of an effective entrepreneur, business classifications, types of business ownership, technological needs of a small business, risk factors that affect entrepreneurs, national and international economic fluctuations, development of a business plan, credit and collection policies, taxes associated with business ownership and employment, government regulations related to business ownership, marketing functions needed for effective business ownership, research data to determine market-driven problems faced by entrepreneurs, career opportunities, responsibilities, and educational and credentialing requirements related to various entrepreneurship ventures, advantages, and disadvantages of Internet entrepreneurial opportunities, creating an effective e-business site, and designing a customer survey for an e-business.

Our curriculum encourages our scholars to develop the necessary skills and knowledge for entrepreneurship in a rapidly growing world. Our scholars learn about the importance of self-advocacy and self-exploration and understand their abilities. They learn to create SMART goals, develop strategic plans, and understand risk management. Additionally,

students learn about the importance of being creative and innovative. Our differentiated state standards-aligned curriculum includes lectures, discussions, group projects, and experiential learning.

The curriculum aligns with the needs for leaders in a rapidly growing world by teaching students the following skills:

- **Critical thinking and problem-solving:** Students learn how to identify and solve problems in a creative and innovative way.
- **Communication and teamwork:** Students learn how to communicate effectively with others and work collaboratively to achieve common goals.
- **Leadership:** Students learn how to lead others and motivate them to achieve their goals.
- **Global Awareness:** Students learn about different cultures and perspectives, which will help them to be more successful in a global economy.

We believe that these skills are essential for leaders in a rapidly growing world. By teaching students these skills, we are preparing them to be successful in the future.

Whole Child Leadership Development

Legacy's Whole Child Leadership Development program is aligned with the Responsive Classroom framework. This program emphasizes that an excellent education requires not only academic rigor but also cultivating routines, skills, and a growth mindset where scholars thrive. Responsive Classroom is an evidence-based approach to teaching and learning that emphasizes the importance of creating a positive and supportive learning environment. Our approach to meeting this need revolves around modeling the core set of research-based characteristics: love, excellence, boldness, and perseverance. Daily objectives from which these characteristics, or essential skills, are based are taught daily using a multimodal learning approach. Our Whole Child Leadership Development program is designed to help students develop these essential skills.

The Whole Child Leadership Development program is implemented through a variety of activities, including:

- **Community involvement:** We encourage students to get involved in their community. This involves participating in a service-learning project or simply being a good neighbor.
- **Service learning:** Service learning is a form of experiential learning that combines academic learning with community service. Service-learning projects allow students to apply their academic skills to real-world problems and make a difference in their community.
- **Character education:** Character education is the process of teaching students about the importance of positive character traits, such as honesty, respect, and responsibility. We teach students about these traits through classroom lessons, discussions, and activities.
- **Soft-skills:** Soft skills are the interpersonal skills that are essential for success in

school, work, and life. These skills include communication, teamwork, problem-solving, and conflict resolution. We teach students about soft skills through classroom lessons, activities, and mentoring.

We believe that our Whole Child Leadership Development program helps students develop the skills and knowledge they need to be successful in school, work, and life. We are confident that this program aligns with our school's mission of educating and empowering students to embrace their identity, lead lives of choice and opportunity, and impact their communities as the next generation of socially conscious leaders.

Personalized Learning

At Legacy Prep, we strongly believe in our students' ability to learn and succeed. Our personalized learning approach focuses on a design thinking process where every scholar's unique needs and interests are supported. Our overall goal is to create an environment where scholars can reach their full potential.

Our personalized learning program is designed to help students reach their full potential. We believe that all students deserve to be challenged and supported, and we believe that personalized learning is the best way to do that.

To successfully implement individualized learning experiences, the following elements are evident in our approach to instruction:

- **Differentiation: We differentiate instruction to meet the needs of all learners using several multi-sensory strategies. This means that we provide different levels of support and challenge to each student, depending on their individual needs.**
- **Assessment: We utilize assessment data to drive instructional decisions. Through regular monitoring of student progress, Legacy Prep educators determine the next-best steps to address student needs.**
- **Collaboration: We believe that learning is most effective when it is collaborative. We encourage students to work together to solve problems and learn from each other.**
- **Goal setting: We help students set goals for themselves and track their progress. This helps students stay motivated and focused on their learning.**
- **Support: We provide students with the support they need to succeed. This includes academic support, social-emotional support, and family support.**

In addition to the elements listed above, our personalized learning program also incorporates the following innovative best practices:

- **Use of technology: We use technology to personalize learning. This includes using online learning platforms, virtual tutors, and personalized learning apps.**
- **Data-driven decision-making: We use data to inform our instruction. This includes collecting data on student progress, engagement, and learning styles.**
- **Collaboration with families: We collaborate with families to support student learning. This includes providing families with resources, training, and opportunities to be involved in their child's education.**

- **Focus on self-regulation: We help students develop self-regulation skills. This includes teaching students how to set goals, manage their time, and stay focused on their learning**

III. Special Populations

Legacy Prep is a public charter school that serves all students, including those with physical, learning, and other disabilities. It is our belief that our students are students first and their disabilities are secondary. We seek to provide a quality education for all students, including those who have physical disabilities, Individualized Education Plans (IEPs), 504 plans, behavioral challenges, and different abilities. We believe all students can learn and achieve, even if that requires more time and instructional support for them to do so. We also believe the most advanced learners should also be provided activities and curriculum options that support the depth and complexity of gifted students' thinking, and the opportunity to explore the potential of his or her abilities.

Students with disabilities are fully integrated into the programs of Legacy Prep whenever possible, with the necessary materials, mandated services, accommodations, modifications, and equipment to support their learning. Legacy Prep fully complies with the Individuals with Disabilities Education Act (IDEA) regulations, Section 504 of the Rehabilitation Act of 1973, and Title 11 of the Americans with Disabilities Act.

IV. Assessments

All students are expected to meet or exceed our academic expectations by the end of each school year. Students are promoted based on their proficiency on specific grade-level standards and learning outcomes. Rather than giving students one grade on an assessment that addressed multiple skills, standards-based grading gives students a number of scores that represent their proficiency in each of the skills assessed. The goal is that at the end of the academic year, students have mastered the essential content skills and standards necessary for the next level of learning.

V. School Climate and Discipline

Legacy Prep is not just a school, but a village in which all members (directors, leaders, staff, students, families, and community partners) feel profoundly valued, accepted, and respected.

Together, our students, staff, and families create a culture that strongly influences student social and academic success. It is imperative that the learning community feels safe and respectful to ensure children are motivated to learn; staff are motivated to function at their highest professional capacity; and families are actively engaged and empowered. Our culture is identified as imaginative and creative, having fun, being thoughtful and embracing diversity, assuming the best of others, and being fully committed to the team. At Legacy Prep, we stress the principle "There is no them, there is only us."

B. Organizational Plan

I. School Calendar and Daily Schedule

According to the Alabama Compulsory School Attendance Law, students should attend school for at least a full 180 days or its hourly equivalent of no less than 1080 hours and no

less than six hours of teaching each day. Legacy Prep utilizes standard school days and hours of Monday - Friday from 8:00 a.m.-3:00 p.m. Scholars are also offered virtual learning opportunities to extend instructional hours and provide additional academic support. The Legacy Prep calendar also includes days for teachers to engage in before-school professional development, set up classrooms, plan beginning-of-the-year instruction, family conferences, and days at the end of the school year to close out classrooms for summer vacation.

II. Student Recruitment and Enrollment

Enrollment

Legacy Prep is a public charter school and is open to all students and families. Legacy Prep does not discriminate against students or families based on race, ethnicity, religion, gender, national origin, sexual orientation, gender identity, marital status, political affiliation, or any other protected status. To enroll in its early childhood education program, students must be at least 5 years of age and potty-trained on or before September 1. All communications regarding enrollment is provided to families in languages that represent the student population.

Each year Legacy Prep establishes an open-enrollment window in which the school will accept applications for the coming school year. The application deadline is the last Friday in January.

Enrollment packets, however, are available at the school's main office all year round. If the number of applications received by the last Friday in January exceeds the number of available seats at any grade level, a lottery is used to determine the placement of students at that grade level. All applicants are randomly assigned a number which is then drawn randomly during the lottery. Should there be more lottery applicants than available seats, students are randomly assigned waitlist numbers. Legacy Prep does not carry its waitlist from year to year.

Recruitment

Recruiting drives take place at local grocery stores, daycare centers, city-sponsored events, churches, parent and youth advocacy events, and through neighborhood canvassing. Legacy Prep has been careful to target neighborhoods and events where diverse members of the community are represented. Additionally, notices have been posted in neighborhood newsletters, businesses throughout East Birmingham, on our website and social media pages, via electronic newsletters, and through mass mailings to individuals in our target zip codes.

III. Staffing and Human Resources

Excellent teaching and administration is central to the mission of Legacy Prep. It is the people who are charged with implementing our programs and who interact with students, parents, and other community members daily that largely determine our school's success. Indeed, our staff is by far our most important asset. Employee policies and practices go a long way toward facilitating a collegial and respectful environment where ideas are encouraged, and our staff has a sense of ownership for the success of the school. Our administrative team encourages this environment because the positive attitudes of staff fostered through the process certainly filter down to the students.

Legacy Prep is interested in hiring, retaining, and rewarding master teachers, who are proficient in their subject areas, effective contributors to the overall success and operation of the school, and strongly committed to fully implementing Legacy Prep’s mission and vision. To accomplish this ambitious objective, Legacy Prep hires teachers and other employees under “at-will” employment terms, which means the school or the employee can terminate the employee relationship at any time, with or without notice or cause. No one is authorized to alter or modify the at-will relationship in any written or oral, express, or implied agreement. This information is fully disclosed in any offers of employment. Legacy Prep’s personnel policies and practices are freely available for review by all teachers who apply to teach at Legacy Prep and for all teachers who are hired. These policies are published on the school’s website and can be found in both the policy and employee handbook.

IV. Management and Operation

The Legacy Prep board of directors emphasizes the distinction between school governance and management. Governance deals with major policy-making decisions or setting the overall direction of the school. Management deals with the allocation and deployment of the school’s resources daily to achieve the school’s goals. The board has established procedures that focus on making major governance decisions (such as budget approval and school leader performance reviews) and then delegates administrative matters to the school’s staff. To keep its focus on the big picture, the board empowers the school leader’s decision-making autonomy for the school’s educational programs and support services.

Division of Governance and Administrative Roles

Responsibility	Board of Directors	School Leadership
Legal	Exercises fiduciary role to ensure the charter school is properly managed; Maintains legal status; ensures paperwork is submitted to governmental agencies; Reviews financial & business dealings; exercises proper judgment to avoid conflict of interest.	Provides information to the board to demonstrate that the school is well managed; Compiles information for annual filing requirements; Alerts board if a conflict of interest situation is likely to occur.
Finance & Accounting	Approves annual budget; Review periodic financial reports (balance sheet, income statement); Ensure proper internal controls are in place.	Prepares annual budget; Oversees preparation of periodic financial statements; Implements proper financial controls.
	Establishes mission and program direction; approves goals/objectives	Participates in establishing mission and program direction;

<p>Planning</p>	<p>to meet those ends; Reviews strategic plan and progress; Assesses compliance/progress in achieving educational outcomes agreed to in charter; Assesses program evaluation plan.</p>	<p>Assists board in keeping focus and momentum; Develops specific program goals & objectives based on the board’s specific mission; Develops/oversees progress reports.</p>
<p>Responsibility</p>	<p>Board of Directors</p>	<p>School Leadership</p>
<p>Legal</p>	<p>Exercises fiduciary role to ensure the charter school is properly managed; Maintains legal status; ensures paperwork is submitted to governmental agencies; Reviews financial & business dealings; exercises proper judgment to avoid conflict of interest.</p>	<p>Provides information to the board to demonstrate that the school is well managed; Compiles information for annual filing requirements; Alerts board if a conflict of interest situation is likely to occur.</p>
<p>Finance & Accounting</p>	<p>Approves annual budget; Review periodic financial reports (balance sheet, income statement); Ensure proper internal controls are in place.</p>	<p>Prepares annual budget; Oversees preparation of periodic financial statements; Implements proper financial controls.</p>
<p>Planning</p>	<p>Establishes mission and program direction; approves goals/objectives to meet those ends; Reviews strategic plan and progress; Assesses compliance/progress in achieving educational outcomes agreed to in charter; Assesses program evaluation plan.</p>	<p>Participates in establishing mission and program direction; Assists board in keeping focus and momentum; Develops specific program goals & objectives based on the board’s specific mission; Develops/oversees progress reports.</p>
<p>Policy</p>	<p>Develops and adopts written policies; Responsible for reviewing policies periodically.</p>	<p>Identifies the need for new policies; Assures implementation of policies and assists in analyzing policy options.</p>

<p>Personnel</p>	<p>Approve and reviews personnel policies; Hires school leader and evaluates their performance.</p>	<p>Implements personnel policies; Recommends changes to personnel policies; Hires staff and evaluates performance.</p>
<p>Resource Development</p>	<p>Assures long-range commitment of resources; Establishes/implements fund development plan; Reviews/approves all major grant proposals.</p>	<p>Conducts research and maintains database; Assists in fund development efforts; Develops grant and other funding applications, plans fundraising events.</p>
<p>Board Accountability</p>	<p>Establishes and communicates expectations of board membership; Assures effective board participation.</p>	<p>Facilitates training and info exchange in preparation for board selection; Facilitates effective communication among the board.</p>
<p>Decision-making</p>	<p>Defines and communicates the board's role; Assures appropriate board involvement in decision-making.</p>	<p>Makes action decisions within parameters set by the board.</p>
<p>Community Relations</p>	<p>Promotes school to parents and the public; Serves as an emissary to the broader community; Promotes activities with other charter schools, such as coalitions, shared programs, etc.</p>	<p>Interprets the charter school mission to the community via direct involvement, PR, personal contact, working with the media, etc.; Works closely with the board for an effective division of labor.</p>
<p>Contracts</p>	<p>Approves contracts</p>	<p>Manages contracts</p>

V. Parent and Community Development

Family Advisory Leadership Council (FALC): Legacy Prep believes strongly in parent participation and involvement in every child's education. To that end, Legacy Prep endeavors to create convenient opportunities for parent involvement in the school and make such involvement as meaningful as possible. The FALC serves as the ears and voice of the parent body to the staff, school leader, and board. They bring the thoughts, ideas, concerns, and opinions of the parents to the forefront so that family viewpoints may be included in the decision-making process.

Additionally, the FALC serves the school community through its sponsorship of such activities as parent education, outreach, festivals, all-school fundraising, school gatherings, and oversight of various school-based committees (ad hoc committees for such activities as Teacher Appreciation Day, reviewing bylaws or the parent handbook, fundraising activity, organizing refreshments for an event, etc.).

The FALC consists of ten members who are elected by and from any Legacy Prep parent/guardian with at least one child enrolled at the school. FALC members act as representatives to their child's classroom and grade-level families. Each FALC member keeps class families informed of what is happening in the school. At least one board member of Legacy Prep will maintain membership in the FALC. Members are elected each year and fulfill a one-year term, running from May to June of the following year. FALC members may serve more than one term if approved by class parents.

Legacy Prep Advisory Council: The Legacy Prep Advisory Council is an informal, voluntary council that is composed of representatives from public and private organizations and community members. This council meets at least quarterly to offer insights, personal experiences, and comments on organizational goals and work. Members may be asked to provide support in extending the reach and networking potential of the board of directors, advising in areas of expertise where the board is lacking.

C. Governance Plan

I. Governing Body

Legacy Prep is governed by the Legacy Prep Board of Directors. Recruiting highly-engaged board members with specific skill sets and professional backgrounds is vital to the success of our school. Members wield a wide range of backgrounds, including education, law, finance, organizational management, politics, informational technology, STEM and arts education, non-profit management, community organizing, fundraising, and marketing. We also seek diversity in terms of race and ethnicity, gender, age, and community, reflecting the composition of the school population and, therefore, the community.

II. Governing Body Composition

Legacy Prep's board of directors consists of a minimum of three and a maximum of twelve members. Members serve a two-year term and may serve up to three consecutive terms. Board terms start in August of each year with terms staggered to ensure that no more than one-third of the board is new each year. Legacy Prep is governed by experienced and committed board members with significant corporate and nonprofit experience. Furthermore, the board consists of two parents of current scholars to provide authentic engagement and focus on the students and families served. These board members have demonstrated a commitment to the success of Legacy Prep. The Legacy Prep Board

members are mission-driven, locally rooted, and accomplished in the skills needed to oversee successful charter operations. The members provide this oversight by adopting and directing a long-term strategic plan, monitoring the budget to achieve the plan's goals, and selecting and evaluating the school leader. The board's focus is on ensuring that the school's students are achieving academic success, that the program is operationally and financially strong, and that effective leadership is in place to achieve the mission of Legacy Prep.

D. Business and Financial Services

I. Budget

A multi-year pro-forma has been developed and is included as an exhibit to this application.

II. Financial Management

Legacy Prep implements financial policies and practices that ensure long-term viability, including maintaining a balanced budget and conducting annual financial audits. We have created and maintained a comprehensive budgeting process and a system of checks and balances. The Governing Board has selected and trained individual members from the Board to form a Finance Committee, which works with the School Leader to develop and execute responsible fiscal policies and practices. This committee reports monthly to the Board on the fiscal health of the school.

III. Facilities

Legacy Prep Academy is currently in a leasing agreement with Daniel Payne AME (located at 1500 Daniel Payne Dr. Birmingham, AL 35214) for occupancy and use of their facility. There were a number of factors that were considered in our search for a facility. Additionally, Legacy Prep is in the process of purchasing new facilities to house our 4-8 scholars (Legacy Prep Intermediate).

IV. Transportation

-Legacy Prep is currently in the process of acquiring transportation services for our scholars. To ensure convenient and safe transportation options, we are collaborating with a reliable private transportation company. Additionally, we are working closely with the Alabama State Department of Education to determine the optimal number of buses required, establish efficient routes, and identify appropriate pickup and drop-off locations. Our utmost priority is to provide our scholars with reliable and efficient transportation services.

V. Insurance

Legacy Prep carries authorizer and state-mandated insurance coverage at the limits recommended by the Alabama Department of Education. This insurance coverage ensures that our school is adequately protected in the event of any unforeseen circumstances or liabilities. We prioritize the safety and well-being of our students, staff, and visitors, and maintaining comprehensive insurance coverage is just one of the ways we demonstrate this commitment. We have taken all necessary precautions to provide a secure and protected environment for our school community.

VI. Food Service

Legacy Prep provides its own food services, under the director of a trained CNP Coordinator. Quality food choices for all of our students are also necessitated by our drive for equity. We provide lunch and breakfast for full-day students, as well as a snack for students. Additionally, parent-provided snacks meet all health and safety requirements as outlined in the student handbook.

E. Education Service Providers

Legacy Prep does not currently partner with any educational service providers. We believe in providing our scholars with a comprehensive education that is delivered by our dedicated team of teachers and staff. Our curriculum is carefully designed and implemented by our educators to meet the unique needs of our students. We do not rely on any external providers for the delivery of our educational programs. Our commitment is to provide a high-quality education that prepares our scholars for success in college and beyond, and we are confident that our in-house expertise and resources are more than sufficient to achieve this goal.

Attachments

Section 2: Changes to School's Current Model

2.1	Sample Schedule	Johnson, Reneta C., 9/28/23 10:06 PM	PDF / 112.816 KB
2.2	School Calendar	Johnson, Reneta C., 9/28/23 4:51 AM	PDF / 54.063 KB

3.Other

Attachments

Section 3: Other

3.1	Resolution for Purchase of Intermediate School	Johnson, Reneta C., 9/29/23 3:51 PM	PDF / 97.733 KB
-----	--	-------------------------------------	-----------------

Exhibits

1. Projected Budget

Attachments

Section 1: Projected Budget

1.1	Audit Report FY 2022	Johnson, Reneta C., 9/28/23 9:18 PM	PDF / 971.95 KB
1.2	Audit Report FY 2021	Johnson, Reneta C., 9/28/23 9:17 PM	PDF / 1,017.078 KB
1.3	Audit Report FY 2020	Johnson, Reneta C., 9/28/23 9:17 PM	PDF / 732.181 KB
1.4	10 Year Projected Budget	Johnson, Reneta C., 9/28/23 4:04 AM	XLSX / 783.283 KB

2. Alabama Continuous Improvement Plan

Attachments

Section 2: Alabama Continuous Improvement Plan

2.1	Legacy Prep ACIP	Johnson, Reneta C., 9/28/23 10:09 PM	PDF / 464.947 KB
-----	----------------------------------	--------------------------------------	------------------

3. ESSER Plans

Attachments

Section 3: ESSER Plans

3.1	Legacy Prep ESSER Reserve SY 23	Johnson, Reneta C., 9/28/23 4:07 AM	PDF / 63.112 KB
3.2	Legacy Prep ESSER SY 23	Johnson, Reneta C., 9/28/23 4:05 AM	PDF / 83.034 KB

4. Compliance Monitoring Report

Attachments

Section 4: Compliance Monitoring Report

4.1	Compliance Monitoring Report 22-23	Johnson, Reneta C., 9/28/23 4:46 AM	PDF / 599.915 KB
-----	--	-------------------------------------	------------------

5. Accreditation Report and Quality School Review(s)

Attachments

Section 5: Accreditation Report and Quality School Review(s)

5.1	Response to Report	Johnson, Reneta C., 9/28/23 9:53 PM	PDF / 513.728 KB
5.2	Charter School Evaluation	Johnson, Reneta C., 9/28/23 4:26 AM	PDF / 244.23 KB
5.3	Accreditation Letter	Johnson, Reneta C., 9/28/23 4:17 AM	PDF / 76.188 KB

Recommendation

School Name:	Legacy Prep
Primary Contact:	Reneta Johnson
Submission Date:	September 29, 2023
Recommendation Date:	December 12, 2023
Recommended By:	Logan Searcy
Charter Status:	Granted

4 years