AMENDMENT REQUEST

Utah State Charter School Board

Charter schools are public schools governed by independent boards and held accountable to a legally binding written contractual agreement with their chartering entity. The Utah State Charter School Board (SCSB) is a statutory chartering entity charged with authorizing, monitoring, evaluating, and holding accountable charter schools to compliance with federal and state laws, rules, and regulations, and their contractual agreement. If a time comes when a charter school governing board requires a change to its charter, then the contractual agreement may be modified by mutual agreement of the chartering entity and the governing body of the school.

Amendment requests, including all required attachments and supporting documentation, are due electronically no later than three weeks prior to the upcoming State Charter School Board meeting. A schedule of State Charter School Board meetings can be found at http://schools.utah.gov/charterschools/State-Charter-School-Board.aspx. Incomplete requests will not be considered.

Prior to inclusion on the agenda, the State Charter School Board recommends charter school governing boards schedule an appointment with Charter School Section staff to discuss the request and provide clarification to any staff questions. Appointments can be scheduled by emailing marlies.burns@schools.utah.gov

1.	Charter School Legacy Preparatory Academy
	Website www.legacyprep.org
	Board Chair <u>David Lindmeir</u> Email <u>david@legacyprep.org</u>
	School Administrator Elizabeth Hatch Email ehatch@legacyprep.org
2.	The charter school is located in which school district? <u>Davis School District</u>
3.	Name(s) and title(s) of district personnel to whom you provided a copy of your entire amendment request, as well as the date of contact.
	Submitted to <u>Sheri Suave</u> (person) who works at <u>Davis School District</u> School District on <u>February 27, 2014</u> (date).
4.	Duly elected or appointed governing board members of the school, with titles.
	President: David Lindmeir Vice President: Tony Hull Fundraiser: Vern Rogers Treasurer: Brett Taft

Members: Cathleen Gilbert, Matt Harmer

5. School mission and purpose(s) (limited to one page):

Legacy Preparatory Academy builds the foundation of knowledge and critical thinking skills necessary for children to become independent learners for life. Our mission is to:

- Provide a classically-based curriculum that is thorough and challenging
- Integrate fine arts to enhance learning
- Teach the value of public virtue to promote respect
- Engage parents as real partners to share in enriching student education
- Honor each child as an individual and foster their innate curiosity and desire to learn
- 6. Requested amendment to charter (check all that apply). Provide requested details and supporting documentation in Attachment 1. If the request requires a budget, include it as Attachment 2. If the governing board has developed a corrective action plan, include it as Attachment 3.

	Change to school mission or purpose(s). Include a redline version showing new additional and removed language in school mission and/or purpose(s). Describe the process the governing board followed when making this decision, as well as why a change to miss and/or purpose(s) is necessary for the governing board to meet the terms and condition contractual agreement.			sion
	Waiver from Bo	oard Rule	(include rule numbe	er and
	title). Describe w	by the waiver is necessary to	meet the mission of the school and help	the the
	governing board	meet the terms and condition	s in its contractual agreement.	
_X	and 9 – 12 being require a new factor USOE facility prowhen the document USOE for advice USOE for a projection.	requested. Describe whether cility or a significant structura oject number)? If so, provide ents pertaining to the financine, date when the necessary pre-	ne number of students in grade K , $1-6$, or not this expansion of student enrollm all change to an existing facility (i.e., requal detailed facility plan (e.g., floor plansing of the facility project will be submitted e-construction documents will be submitted project will be completed, etc.). Also proper student growth is planned.	nent will uires a s, date ed to tted to
	New students req	quested (duplicate grade band	enrollment information for all school ye	ears that
	new students are		G 1 5 0 00	
	SY <u>2016</u> (Grade K: Grades 1-6:	Grades 7 – 8: <u>30</u> Grades 9-12:	
	SY <u>2017</u>	Grade K: Grades 1-6:	Grades 7 – 8: Grades 9-12:40	

significant structural change to an existing facility (i.e., requires a USOE facility project number)? If so, provide a detailed facility plan (e.g., floor plans, date when the documents pertaining to the financing of the facility project will be submitted to USOE for advice, date when the necessary pre-construction documents will be submitted to USOE for a project number, date the facility project will be completed, etc.). Also provide a copy of the projected budget for all years where grade level expansion is planned.

	New grades requested – check all that apply new grades are requested)	(duplicate information for all school years that
	SY Grade K:	Grades 7 – 8:
	Grades 1-6:	Grades 9-12:
		by the Charter School Revolving Account ion requires both SCSB and USBE approval. will be provided by Charter School Section staff.
Requires Si	tate Charter School Board Approval with discussi	on at meeting (1 month)
_	Change to educational program or methodocumentation of new, evidence-based choice performance.	ds of instruction. Provide supporting ce, as well as anticipated improvement in student
_	Operational schools must provide evidence s projected impact on enrollment. Planning sch	ional school) or municipality (planning school). supporting the decision to move, including the hools must provide a detailed market analysis of nding capital facility plan and revised budget for years.
_		rpose for the matriculation agreement and provide n agreement signed by all participating charter
Requires Si	tate Charter School Board Approval via consent c	alendar (1 month)
	Change to contractual agreement perform showing new additions and removed language and provide supporting documentation for the	ge in contractual agreement performance measures
_		ne reason for postponing the school's opening or the planning year and first three operational nutation as necessary.
_	Change to Bylaws specific to number of be appointment process. Include a redline vers language in Bylaws.	oard members or board member election / sion showing new additions and removed
Requires E	xecutive Director approval (up to 1 month)	
		I's proposed new name and provide a statement of erwork for and receive change of name with IRS.

 Decrease grades served or student enrollment. Summarize the governing board's
discussion that led to the decision to reduce grade levels or number of students served.
 Technical corrections. Include a redline version showing <u>new additions</u> and removed
language. Technical corrections include changes such as spelling, grammar, title for school
employees, name of committees / groups, etc. It may also include re-ordering sections of the
application for improved readability and use by the governing board.
 Acceleration of approved growth model, with no additional students. Briefly describe the
need for an acceleration of growth model approved for a future school year.
 Other. Please describe amendment requests that do not fall into any identified category above.
Provide details and supporting documentation as appropriate. Additional information may be
requested following review and request may require SCSB or USBE approval.

7. Complete *Minimum Standard* and *Charter Contractual Agreement Goal* tables and provide statement of school adherence to State Charter School Board minimum standards and charter agreement, as found in R277-481 and contractual agreement, respectively. If the school is not meeting any of the SCSB minimum standards or any of its charter contract agreement goals, include governing board corrective action plan as appropriate as Attachment 3. (Corrective action plan(s) limited to two pages.)

Minimum standards

Indicator – Board performance & stewardship				
Measure	Metric	Performance 2012	Performance 2013	
Ethical conduct	Number of board violations of statute, State Board rule, or charter agreement as of date of amendment request submission.	0	0	
Regulatory and reporting compliance	Percentage of teachers properly licensed and endorsed for teaching assignment as of date of amendment request submission.	98%	98%	
Regulatory and reporting compliance	Percentage of employees and board members with completed criminal background checks as of date of amendment request submission.	100%	100%	

Indicator – Financial performance and sustainability			
Audit findings or recommendations	Number of material findings, financial condition findings, or repeated significant findings in prior fiscal year	0	0
Current assets to total annual operating expenses	Current Assets ÷ (Total Annual Operating Expenses ÷ 360)	124.6	87.6

Charter Contractual Agreement goals

Instructions: Insert all charter school goals found in your charter agreement with the State Charter School Board which are not found in other indicator areas. Make certain to include the section and page number where these measures, metrics, and board goals can be found. Also, include the fiscal year for the board performance value. Insert rows as needed.

Measure	Metric	Board Goal	Performance	Performance
weasure	Wetric	Board Goal	2012	2013 1.a. 88 percent of
1.a.Students will read fluently and proficiently	1.a. 70 percent of students will score at the proficiency level of 3 or 4 state CRT in language arts 1.a.1. In-program assessments, DIBELS	1-Improve student learning (K-9)	1.a. 87 percent of students in grades 3-8 scored at the proficiency level of 3 or 4 on the 2012 state CRT in Language Arts	student in grade 3-8 scored at the proficiency level of 3 or 4 on the 2013 CRT in Language Arts 1.a.1. In 2012-13, the end of year scores on DIBELs showed that 90% of Kindergartners, 92% of 1st graders, 91% of 3rd graders, 94% of 4th graders, 94% of 5th graders were at benchmark.
1.b.Students will be efficient with math facts and be able to apply problem-solving strategies	1.b. 70 percent of students will score at the proficiency level of 3 or 4 on the 2007 state CRT in math	1-Improve student learning (K-9)	1.b. 88 percent of students in grades 3-8 scored at proficiency levels of 3 or 4 on the 2012 state CRT in Math	1.b. 89percent of students in grades 3-8 scored at proficiency levels of 3 or 4 on the 2013 state CRT in Math
1.c.Students will write proficiently	1.c. 65 percent of students in grade 6 will meet proficiency on State Writing Assessment	1-Improve student learning (K-9)	1.c. 96 percent of student in grades 5 and 8 met proficiency on the 2012 Direct Writing Assessment	1.c. 97 percent of student in grades 5 and 8 met proficiency on the 2013 Direct Writing Assessment
1.d. Students will understand history and geography and their place in it	1.d. 70 percent of students will score at proficiency on state CRT in history (as it is written) 1.d.1. In-program summative assessments	1-Improve student learning (K-9)	1.d.The state does not have a CRT in history. 1.d.1.LPA History Department is developing in- program formative and summative assessments., 100% of students in grades k-5 had passing grades in history, and 95.2% of students taking history in grades 6- 12 had passing grades in history in 2011-2012	1.d.The state does not have a CRT in history. 1.d.1.LPA History Department is developing inprogram assessments. 84% of students taking history in grades 7-9 had a grade of an A or B, and 14.5% had a grade of a C or D during the first semester of 2013-14 school year.
1.e. Students will develop skills in and a knowledge of the sciences	1.e. 65 percent of students will score at proficiency on State Science Assessment CRT Report,	1-Improve student learning (K-9)	1.e. 85 percent of student in grades 3- 8 met proficiency on the 2012 Science CRT Report.	1.e. 84 percent of student in grades 3- 8 met proficiency on the 2013 Science CRT Report.
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Charter Contractual Agreement goals, continued				
Measure	Metric	Board Goal	Performance 2012	Performance 2013
2.a. Employ the Trivium and Direct Instruction as methods for information skill-building	2.a. These programs will be implemented 100% by the 3rd year 2.a.1. director written classroom evaluation	2. Provide a thorough and challenging classical education (K-9)	2. a. 96% of teachers participate in training annually on the Trivium and Direct Instruction. 2. a.1. Each teacher receives feedback in the form of two classroom evaluations each year. Also, coaches visit classrooms at least quarterly. 100% of teachers received evaluations in 2011-12	2. a. 98% of teachers participate in training annually on the Trivium and Direct Instruction. 2. a1. Each teacher receives written feedback in the form of two classroom evaluations each year. Also, coaches visit classrooms at least quarterly. 100% of teachers received evaluations in 2012-2013.
2.b. Teach music and art appreciation to all students (K-9). Offer choices of classes including, but not limited to: drama, dance, music and art	2.b. Programs implemented 100% by the 3rd year 2.b.1. Director oversight	2. Provide a thorough and challenging classical education (K-9)	2. b. All K-4 students participate in music, drawing, and art history and appreciation classes. All 5-9 students choose from classes including drama, dance music and art. LPA has band, orchestra, choir, art, crafts, dance, social dance, and theater classes. Administration reviews schedules to make sure opportunities are available to all students.	2. b. All K-4 students participate in music, drawing, and art history and appreciation classes. All 5-9 students choose from classes including drama, dance music and art. LPA has band, orchestra, choir, art, crafts, dance, social dance, and theater classes. Administration reviews schedules to make sure opportunities are available to all students.
3.a. Implement the CHAMPS program of classroom management	3.a. 90% of students will have a citizenship rating of "excellent" at the end of the year 3.a.b.c. Behavior observation report, Quantitative monitoring guide	3. Teach and model character development with global awareness (K-9)	3. a. LPA only tracks citizen ship in grades 7-9. Most students have satisfactory to excellent citizenship. According to parent surveys, parent believe student s are well behaved and in a safe environment.	3. a. LPA only tracks citizen ship in grades 7-9. Most students have satisfactory to excellent citizenship. According to parent surveys, parent believe student s are well behaved and in a safe environment.
3.b. Administration, select teachers and members of the Governing Board may attend a UBI conference to design our own school discipline system	3.a.b. Behavior observation report, Quantitative monitoring guide	3. Teach and model character development with global awareness (K-9)	3.b. Earlier, administration attended a conference sponsored by Safe and Civil, publishers of CHAMPs. Also, administration has attended UBI conferences sponsored by UPDC. Teachers have also participated in CHAMPs training. All training has been reported to the board. In-house training continues annually.	Professional Learning Communities work together to keep teacher effectiveness and positive reinforcement high. PLCs use a Collaborative Team Coaching Form, which helps them monitor positive / corrective ratios- one important aspect of CHAMPs.

3.c. Implement a value- based character development program promoting global awareness	3.c. Discipline referrals will decrease 10% after the first year	3. Teach and model character development with global awareness (K-9)	3. c. LPA formed school guidelines, which state that 'Legacy Lions Live Above the Line by Showing Respect for All and Striving for Excellence' along with 8 Keys of Excellence. Administration reviews keys individually at assemblies each month and students participate in activities to demonstrate each value. Discipline referrals went down more than 10% after the first year. However, our student population has also changed significantly over the last few years.	During the 2012-13 school year, in grades K-5 with 540 students, there were 5 at home suspensions and 4 in-school suspensions. In grades 6-12 with 552 students, we had one student expelled and 33 students suspended for 1-3 days. The number of students disciplined was less that 6%.
4.a. Provide up-to-date training on school curricula 4.b. Integrate teacher development conferences and workshops 4.c. Provide teacher coaches to assist in and model effective teaching methods. 4.d. Implement changes as required for improved student success. 4.e. Teachers will be certified. f. Allow for collaboration and establish synergy between teachers	4.a. 100% of teachers will have all pertinent training after one year. 4.b. 95% of teachers will participate in conferences and workshops. 4.c. 90% of teachers will give an acceptable rating to the coach's effectiveness. 4.d. Will hold school-wide annual year end assessment to make recommendations. 4.e. 100% of teachers will hold a current Utah credential or USOE equivalent. 4.f. 90% attendance at regular staff meetings.	4. Promote and exemplify professional development (K-9)	4. a. 100% of all teachers have received pertinent training after working at LPA for one year. 4. b. In 2008, teachers attended a CK conference, and over two years from 2007 to 2009, all teachers participated in a QLN conference. Also, teachers have had the opportunity to attend the UAPCS conference each year. 4. c. Teachers are very happy with coach's input. Surveys have indicated high teacher satisfaction with training and class visits. 4.d. LPA administration holds an annual report card presentation each year end 4. e. All LPA teachers of core classes hold a current Utah credential or USOE equivalent. 4. f. Greater than 95% attend regular staff	4. a. 98% of teachers participated in training before school. 4. b. Teachers of core subjects have participated in common core (Utah Core) training, K-6 teachers are completing training in writing skill. 4. c. With increased numbers in K-6, LPA hired an additional instructional coach to provide teachers training and support. 95% of teachers rated trainings and coaching effectiveness as productive or very productive 4.d. LPA administration holds an annual report card presentation each year end 4. e. 98% of LPA teachers are highly qualified. 4. f. Greater than 95% attend regular staff
5.a. Create Volunteer Committees 5.b. Delegate parental responsibilities 5.c. Provide parent/school communication	5.a.b.c. Students and parents will agree and sign the LPA Expectations Contract	5. Students and parents will agree and sign the LPA Expectations Contract	5.a-c. Parents sign the LPA Expectations Contract. LPA provides several opportunities for parents to volunteer from culminating	5.a-c Parents serve voluntarily on LPA's Community Council, Governing Board, and Builders, which is LPA's parent volunteer

acknowledging student success is dependent upon all people			activities, performance preparations, field trips, science and history fairs, to school-wide activities.	organization. 5. c. LPA also has an informative website, sends board newsletters, director newsletters, and teacher newsletters regularly encouraging parent participation and celebrating student success.
6. a. Students will avoid tardiness and absenteeism	6.a. 96% total attendance rate	6. Achieve optimal attendance (K-9)	6. LPA regularly communicates with parents about attendance, and emphasizes the importance of regular attendance. Also, LPA implemented a well-researched tardy prevention program, called START, which reduced tardies in the 7th-9th grades significantly.	6. LPA regularly communicates with parents about attendance, and emphasizes the importance of regular attendance. LPA's attendance rate for 2012-2013 was 96%. So far this 2013-2014 year, LPA's attendance rate is 96.5%
7. a. Employ strategic communication avenues between parents, teachers and staff, such as; website, newsletter, school postings, etc b. Ensure open two-way communication between staff, faculty, administration and parents	7.a.b. 90% of parents will rate communication as "excellent"	7. a. Employ strategic communication avenues between parents, teachers and staff, such as; website, newsletter, school postings, etc b. Ensure open two-way communication between staff, faculty, administration and parents	7. a-b. According to surveys, parents continue to ask for better communication. LPA has established a new website in the last year. Also, we've set up an emergency text message system if parents want to participate. We post announcements for regularly scheduled board and community council meetings.	7. a-b. LPA sends monthly board and director newsletters. And teachers send weekly or biweekly emails. Administration and teachers strive to reply to communications in a timely manner.
8.a. Provide opportunities for teacher assessment of student progress, parent conferences, and implementation planning	8.a.1. Establish twice yearly parent-teacher conferences. 8.a.2. Establish end-of-the-year School Improvement Plan	8. Review student progress and implement changes for continued success (K-9)	8.a. LPA jr. high teachers attended training for Professional Learning Committees Now LPA has a well-researched process to help 7th-9th teachers implement better teacher assessment of student progress. 8.a.1. LPA holds parent-teacher conferences twice per year.	8. a.1. LPA holds parent-teacher conferences twice per year. 8.a2. LPA holds an annual school report card, which includes school improvement plans, each year for parents, board and faculty

8. Additional information you would like the SCSB to consider:

LPA's campuses are located in the North Salt Lake and Woods Cross area, west of I-15. Wasatch Peak Academy is a charter school within 2 miles of LPA, which serves grades K-6. Jefferson Academy is a charter school located about 10-15 minutes away from LPA, and has recently closed their Jr. High grades to focus on serving grades K-6. There is also a Davis district elementary school within 3 miles of LPA and another in the process of being built within 1 ½ mile of LPA, both are located west of I-15. The Davis School District has informed us that they do not presently have any plans to build a Jr. High within close proximity to the LPA area west of I-15.

Governing Board Chair Signature	February 27, 2014 Date
	February 27, 2014
Charter School Director	Date

Attachment I

Currently, LPA is chartered for 1130 students, 360 of which are in the Jr. High grades. Jr. High students occupy 22 classrooms (13 are portables) and a gym, which means the average class size is 16 students. LPA would like to add 70 students and increase our total population to 1200 students. These new students would occupy the Jr. High grades. This would allow LPA to enroll about 35 new 7th graders each year (only 35 because LPA already has 112 6th graders moving up to 7th grade). Historically, LPA has been attracting new 7th graders without implementing a marketing plan. For example, in three previous years, LPA had greater populations in 7th grade of 21, 25, and 27 students in comparison to the previous year's 6th grade population. Also, as of February 21, 2014, LPA has a waiting list of 486 students, including 42 for 7th grade, 17 for 8th grade, and 4 for 9th grade. LPA would like to offer students from a nearby elementary charter school and the elementary district school a choice to attend LPA. This addition would not require more classrooms, but would increase the average class size to 20 students.

LPA's Proposed Enrollment Numbers

Grades	2013/2014	2014/15	2015/16	2016/2017
K	110	108	108	108
1ST	112	110	108	108
2ND	113	112	108	108
3RD	110	113	110	108
4 [™]	110	110	110	108
5TH	118	112	112	112
6TH	111	118	112	112
7TH	97	146	146	146
8TH	110	97	146	146
9TH	83	110	97	146
Totals	1074	1136	1157	1202

Increasing our enrollment numbers in the Junior High grades would provide LPA with the resources to hire a full time Spanish teacher and to offer Advanced Debate. As Latin is no longer recognized by high schools as a language that fulfills the foreign language requirement, we feel we must provide the option of Spanish to our ninth graders. Also, as we are a school focused on providing classical education, offering Advanced Debate to our eighth and ninth graders would prepare them for high school debate competition and strengthen our Socratic seminars.

Our current marketing plan includes providing information and extending invitations to enroll to Wasatch Peak Academy elementary students, the local district elementary schools and to displaced students from Jefferson Academy. We believe that our charter school offers families who have already chosen charter schools as the best option for their student, a chance to extend this choice into junior high school. Further, we believe that we offer something different to the neighboring community when considering what school best suits their teen. LPA junior high school has a reputable and established RTI program that is unique to LPA and has enabled numerous students to experience academic success. We believe more students can and should benefit from our RTI program as well as the rich curriculum and instruction that we offer.

Additionally, LPA is in the process of applying for Moral Obligation. LPA's financial metrics suggest that we are financially sound, and by qualifying for the lower interest rates under the Moral Obligation, LPA will be in an even better position to reduce its debt ratio from the current value of .99. After achieving the better interest rates, in the next two to three years LPA will pursue the construction of permanent classrooms to replace those currently provided by portables.

Legacy Prep

July 1, 2011 through June 30, 2019 Actual and Forecast

	FY12	FY13	FY14	FY15	FY16	FY17	FY18	FY19
Inflator Assumptions								
Assumed Revenue Inflation Factor				2.00%	2.00%	2.00%	2.00%	2.00%
Assumed Expense Inflation Factor				2.00%	2.00%	1.50%	1.50%	1.50%
Assumed Utility Expense Inflation Factor				5.00%	5.00%	5.00%	5.00%	5.00%
Assumed Benefits Expense Inflation Factor				5.00%	5.00%	5.00%	5.00%	5.00%
Financial Statement	Actua			Forecast				
Enrollment (1)	993	1,092	1,073	1,120	1,152	1,195	1,195	1,195
levenue				1,130	1,200	1,200	1,200	1,200
1000 ⋅ Revenue from Local Sources	243,584	439,463	155,818	165,896	174,049	184,156	187,839	198,748
3000 ⋅ Rev from State Sources MSP	5,463,468	6,198,905	6,027,148	6,416,975	6,732,323	7,123,289	7,265,755	7,411,070
4000 · Revenue from Federal Sources	226,563	246,146	226,953	241,632	253,506	268,228	283,805	300,287
Total Income	5,933,615	6,884,514	6,409,919	6,824,503	7,159,878	7,575,673	7,737,399	7,910,104
Expense								
100 · Salaries	3,063,446	3,502,269	3,117,795	3,288,151	3,425,914	3,549,303	3,602,542	3,656,580
200 ⋅ Employee Benefits	633,540	735,486	736,909	816,032	892,733	937,369	984,238	1,033,449
300 · Professional & Technical Service	44,863	153,724	249,860	266,021	273,621	277,725	281,891	286,120
400 · Facility & Maintenance	199,721	251,561	298,722	209,658	220,141	231,148	242,705	254,841
500 · Other Purchased Services	371,685	177,684	79,516	81,106	82,728	83,969	85,229	86,507
600 · Supplies & Materials	134,430	328,471	353,500	376,364	387,117	392,924	398,818	404,800
700 · Furniture, Fixtures & Equipment	-	78,184	104,000	110,727	113,890	115,599	117,333	119,092
800 · Other Expenses	17,637	15,969	11,003	16,000	17,000	18,000	19,000	19,000
Interest (2)	924,115	925,020	=	-	-	-	-	-
Depreciation (2)	356,241	332,897	-	-	-	-	-	-
Total Expense	5,745,678	6,501,265	4,951,305	5,164,059	5,413,144	5,606,037	5,731,756	5,860,390
ncome	187,937	383,249	1,458,614	1,660,444	1,746,734	1,969,636	2,005,643	2,049,714
Add Back Depreciation & Interest	1,280,356	1,257,917	-	-	-	-	-	-
let Income Available for Debt Service	1,468,293	1,641,166	1,458,614	1,660,444	1,746,734	1,969,636	2,005,643	2,049,714
Annual Debt Service (Long Term Lease) (3)	1,094,601	1,093,295	1,043,554	1,147,800	1,147,800	1,147,800	1,147,800	1,147,800
let Income After Debt Service	373,692	547,871	415,060	512,644	598,934	821,836	857,843	901,914
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Ratios		Actual		Forecast				
ash Balance (Unrestricted)	649,771	1,394,125	1,809,185	2,321,829	2,920,763	3,742,600	4,600,443	5,502,357
Debt Service Coverage Ratio	1.34	1.50	1.40	1.45	1.52	1.72	1.75	1.79
Fund Balance (4)	12%	22%	30%	37%	45%	55%	67%	79%
Days Cash on Hand (4)	43	80	110	134	162	202	244	287
% Facility Cost (Lease and Debt Serve/Rev)	18%	16%	16%	17%	16%	15%	15%	15%

Notes

- (1) FY14 Enrollment of 1,073 is an actual figure as measured by the annual October 1 count.
- (2) FY14 FY19 forecast has been presented on a modified accrual (mostly cash) basis as required by the Utah State Office of Education and does not include interest or depreciation.
- (3) Debt Service of 890,000 has been provided by Lewis Young, the school's Financial Advisor for the Utah State Credit Enhancement Program.
- (4) Total Expenses are a key element of both the Fund Balance (Unrestricted Cash/Expenses) and the Days Cash on Hand (Unrestricted Cash/Average Daily Expenses). In both ratios Operating Expense has been calculated using the following formula: Total Audited Expenses Depreciation Interest + Annual Debt Service



Attachment 3

2013-2014 LPA's Corrective Action Plan

Thanks to the USOE for outlining the responsibility Legacy Preparatory Academy (LPA) has to follow all applicable federal and state laws and regulations, Board rules, and Board directives to submit an UTREx complete update for current year no later than seven business days after October 1 as well as the possible consequences.

LPA acknowledges that we were required to submit a UTREx report in the appropriate SIF format by October 10, 2013 (seven business days after October 1st). On October 9th, using SIF LPA's data had been collected, validated, examined, certified, and submitted. There were no significant validation errors, and we received an email from the USOE confirming submission. However, on October 10th, LPA's SIS vendor received information from the USOE Finance department that they did not have the report, and LPA was asked to submit a flat file before the end of day on October 10th in order not to miss the deadline. The flat file was successfully submitted through Move It by the deadline. By the October 15th deadline for corrections, LPA successfully corrected all errors before the USOE closed the data collector. On October 23rd after the USOE opened the data collector for daily submissions, LPA's daily submissions worked seamlessly through SIF. LPA regrets that we had to resubmit the data through a flat file on October 10th, and we are glad to report that since October 23rd all daily UTREx reports continue to be successfully submitted through SIF.

Because it is LPA's desire to be in compliance with all laws and regulations, LPA is committed to submit all required reports no later than the deadlines outlined in R277-484. LPA will follow R277-484 which states that "LEAs shall use a USOE-approved SIS to ensure compatibility with USOE data collection systems." LPA uses OnePoint, a student information system that meets the majority of student information system requirements, with exception of being SIF (School Interoperability Framework) certified, which is not a requirement that has been enforced for all vendors yet. OnePoint is on the USOE-approved student information systems list. LPA recognizes that it is the responsibility of the USOE to monitor and enforce compliance of State Board of Education Rules. If the USOE determines it is necessary for all approved student information systems to become SIF certified, LPA recognizes that the USOE will contact the vendors directly and provide a deadline by which this requirement must be met. LPA commit to the responsibility that we always use a USOE-approved student information system.

Legacy Preparatory Academy recognizes that as defined in *R277-481*, *Charter School Oversight*, *Monitoring*, *and Appeals*, LPA is obligated as a charter school to "have no violations of federal or state law or regulation, Board rules or Board directives". In order to be in compliance and to avoid further action beyond being placed on warning status as of November 18, 2013 by the State Charter School Board, LPA has met or will meet the following requirements as outlined in the our warning.

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- 1. LPA submitted a written response to improve the quality of student reporting in our school to both Jerry Winkler and Marlies Burns.
- 2. LPA has submitted an UTREx complete update required as of December 1 for current year, in the appropriate format, no later than seven business days after December 1, 2013. Evidence of compliance has been obtained from USOE Information Technology before December 11, 2013.
- 3. LPA has submitted an UTREx revised update as of December 1 for current year in the appropriate format before December 16, 2013 deadline. LPA received an email indicating that the report was in compliance from USOE Information Technology.
- 4. LPA will submit an UTREx final comprehensive update for prior year, in the appropriate format, no later than July 7, 2014. LPA will verify this submission by obtaining evidence of compliance from USOE Information Technology by July 8, 2014.
- 5. LPA will submit an UTREx complete update required as of October 1 for current year, in the appropriate format, no later than seven business days after October 1, 2014 LPA will verify this submission by obtaining evidence of compliance from USOE Information Technology by October 14, 2014.
- 6. LPA will submit an UTREx revised update as of October 1 for current year *if significant errors* are identified by the USOE or the LEA, in the appropriate format, no later than October 15, 2014. LPA will verify this submission by obtaining evidence of compliance from USOE Information Technology by October 16, 2014.
- 7. LPA has assigned Venette Thompson as LPA's new Records Manager, as of the 2013-2014 school year. The records manager is assigned to remit individual detailed student records reports. Additionally, the records manager and the school's lead administrator will attend various trainings throughout the 2013-2014 school year, as deemed appropriate by the governing board, to ensure comprehensive understanding of the required individual detailed student records reports. LPA's record manager has already attended the data conference held in October, and has received training for the E-transcript program.
- 8. LPA's lead administrator is committed to regularly review Current Approved Student Information Systems (http://www.schools.utah.gov/computerservices/Services/Data-Clearinghouse.aspx) to ensure that LPA is always using an approved student information system.
- 9. LPA is also committed to contacting the USOE Information Technology department to receive technical assistance, as deemed appropriate by the governing board, to ensure a complete and accurate submission of individual detailed student records reports.

Legacy Preparatory Academy commits to meeting the requirements above within the provided timeline in order to no longer be on warning status for failure to comply with applicable Board Rule, R277-481. Legacy Preparatory Academy also appreciates the opportunity to seek technical assistance from the USOE staff to meet all of the requirements above.

Sincerely, David Lindmeir, LPA Board President Elizabeth Hatch, LPA Executive Director