

Legacy Preparatory Charter Academy
Legacy Preparatory Charter Academy Mesquite (K-12)
2022-2023 Campus Improvement Plan



Mission Statement

To facilitate educational experiences through teaching that engages, a culture that empowers, and technology that enables scholars to be college, career, and military-ready, who produce impactful outcomes.

Vision

We develop and inspire innovative, critical-thinking scholars who influence our global society.

Value Statement

Legacy Preparatory Charter Academy scholars are reflective, self-reliant, and intrinsically motivated citizens capable of impacting their communities by being trailblazers of the future.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

HIGH SCHOOL					
9th	105	AA	28	ED	289
10th	81	HISP	273	LEP	158
11th	77	White	4	SPED	24
12th	53	Other	4	GT	16
MIDDLE SCHOOL					
6th	126	AA	40	ED	330
7th	127	HISP	303	LEP	178
8th	112	White	15	SPED	43
		Other	7	GT	36
ELEMENTARY SCHOOL					
K	48	AA	94	ED	361
1st	70	HISP	330	LEP	218
2nd	78	White	37	SPED	29
3rd	91	Other	13	GT	18
4th	89				
5th	98				
TOTALS					
HS	316	AA	156	ED	949
MS	363	HISP	899	LEP	551
ELEM	474	White	65	SPED	87

HIGH SCHOOL					
TOTAL	1153	Other	33	GT	52

The percent in attendance for the Elementary is 94.08%

The percent in attendance for the Middle School is 94.47%

The percent in attendance for the High School is 93.63%

The percent in attendance for Mesquite is 94.2%

LPCA High School - Mesquite

Description of School

We are a member of the New Tech Network

Our special programs align with the needs and desires of our students, parents, and community. We include Gifted/Talented, CTE, ESL, Special Education, Fine Arts, and Athletics programs that align with the philosophy and beliefs of our teachers and administrators.

School Environment Data

The student behavior trends including discipline referrals, suspensions, and expulsions are positive. For two consecutive years, Legacy HS Mesquite has had less than three physical altercations among students; bullying cases reported are minimal or non-existent, resulting in a healthy environment conducive to students' learning, which is, in turn, a point of attraction for parents willing to enroll their students here. The cases related to drug consumption or possession have slightly increased this year, which could be attributed to the post-pandemic isolation of the students.

The students' mobility rate is 4% and has increased a couple of points in the past year due to the post-pandemic conditions on students' families.

We serve mostly students in the Dallas ISD enrollment zones, however, we also serve a minority of students coming from Mesquite, Seagoville, and Forney.

The average class size at the high school is 18 students to 1 teacher

The HS attendance this year has been an average of 95%. We have implemented the TPM (Truancy Prevention Measures) where students' parents receive a notification from their 2nd and 6th-period teachers (ADA periods) when they reach 3 absences, from the counselor when they reach 5 absences and are recommended to appear before a Truancy Tribunal when they reach the 8th absence. These tribunals are held once a month with the participation of the parents, the student, a school representative, and Judge John Payton.

The dropout rate at the high school is .3%. We have an Attendance for Credit Committee that oversees the cases of students in danger of losing their credit due to poor attendance behavior.

Students' Race/Ethnicity

We provide academic instruction and social-emotional support to 316 students, ages 14 to 19 years old; 86% Hispanics, 13% African Americans, 1% White, and 1% other ethnicities. 49% of our students are females and 51% are males. This ratio has not significantly changed over the past three years.

Student Groups

Economically Disadvantaged students represent 91.5% of the total student population; English Language Learners, 50%; Special Education, 7.6%; and Gifted and Talented, 5%.

Staff Data

50% of our teaching and support staff holds a Texas teaching certificate.

25% of our teaching and support staff hold a Masters Degree

8% of our teaching and support staff have a Doctoral Degree

29% of our teaching and support staff has 1 to 4 years of teaching experience

42% of our teaching and support staff have 5 years or more of teaching experience

25% of our teaching and support staff has 10 years or more of teaching experience

Parents/Guardians/Community

The community we reside in reflects that of our students' population. Parents work in a variety of professions that include construction, public service, industry, transportation, education, etc.

There are several areas under construction developing in the west part of Mesquite that will soon be populated by mid-class citizens and which will need to be satisfied with the education needs K-12

Languages: The languages spoken are mostly English and Spanish

Renters VS. Owners: According to an analysis by the apartment search website, RENTCafé, the percentage of homeowners in Mesquite jumped by 12% over the last decade, the only increase among the Dallas Fort Worth cities. The new study found renter populations rising dramatically across North Texas, except for Mesquite. Homeowners recorded significant gains in just one city: Mesquite, where renters lost 10,000 residents, shrinking their share by 22%.

“One reason for the increasing number of renters in fast-growing places such as DFW is a shortage of affordable housing,” said David Howard, executive director of the National Rental Home Council.

Crime Rates. With a crime rate of 37 per one thousand residents, Mesquite has one of the **highest crime rates in America** compared to all communities of all sizes - from the smallest towns to the very largest cities. One's chance of becoming a victim of either violent or property crime here is one in 27. Within Texas, more than 93% of the communities have a lower crime rate than Mesquite.

Importantly, when you compare Mesquite to other communities of similar populations, the Mesquite crime rate (violent and property crimes combined) is quite a bit higher than

average. Regardless of how Mesquite does relative to all communities in America of all sizes; when NeighborhoodScout compared it to communities of similar population size, its crime rate per thousand residents stands out as higher than most.

Violent crime in Mesquite occurs at a rate higher than in most communities of all population sizes in America. The chance that a person will become a victim of a violent crime in Mesquite; such as armed robbery, aggravated assault, rape, or murder; is 1 in 243. This equates to a rate of 4 per one thousand inhabitants.

In addition, a lot of the crime that takes place in Mesquite is property crime. Property crimes that are tracked for this analysis are burglary, larceny over fifty dollars, motor vehicle theft, and arson. In Mesquite, your chance of becoming a victim of a property crime is one in 30, which is a rate of 33 per one thousand population.

Importantly, we found that Mesquite has one of the highest rates of motor vehicle theft in the nation according to our analysis of FBI crime data. This is compared to communities of all sizes, from the smallest to the largest. In fact, your chance of getting your car stolen if you live in Mesquite is one in 176. (NeighborhoodScout, 2020).

Population. The last official US Census in 2010 recorded the population at 139,824.

Recreation Centers. There are at least 18 recreation centers around our school area that include walking trails, soccer complexes, pavillions, Fitness Rooms, Gyms, Meeting Rooms, Playgrounds, Senior Centers, etc.



Demographics Strengths

Campus	Demographic Strengths
Elementary School	A diverse students population, representation from each ethnicity. A balanced gender population. In general, our SPED population is low.
Middle School	A diverse students population, representation from each ethnicity. A balanced gender population. In general, our SPED population is low.
High School	A diverse students population, representation from each ethnicity. A balanced gender population. In general, our SPED population is low (7.6%). Also, 5% of our students are considered Gifted and Talented; and 50% of our students at the high school are considered ELLs For the most part, students' poor behavior is not an issue at the high school, nor is it bullying a problem of concern We also have a large population who is bilingual in our community We have plenty of options for our students to enjoy outdoor activities and social events in one of the many recreation centers in the area

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our at-risk population is considered high at 57% **Root Cause:** The effectiveness level of the method of instruction for the past year has been low

Problem Statement 2: With a 94.2 percent attendance, the percentage for Mesquite is lower than our target of 96% **Root Cause:** We are still having sequels of students with their own or members of the family health-related issues, which in turn increase the number of absences.

Student Learning

Student Learning Summary

Student Performance

- What progress has been made by students? Describe the domain rating in Student Achievement, School Progress, and Closing the Gaps.

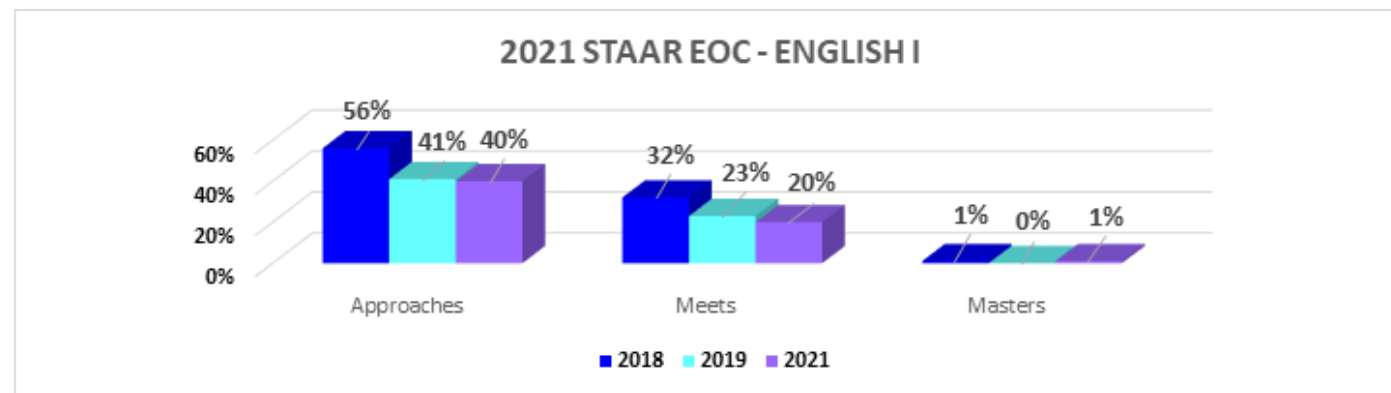
This is the first STAAR assessment taken after the pandemic closure. Our students participated in a remote virtual learning fashion, which greatly impacted the academic achievement. For the student achievement domain, our sutudents maintained the same level of approaches as we had the last time we took STAAR assessments during the regular classes.

For **English I**, the Approaches score in 2018 was 56%; in 2019, 41%; in 2020 there was no STAAR administration, and in 2021 40%

Even though we see a decline of 1% from 2019 to 2021, the decrease was expected to be in a much larger percentage due to the virtual learning mode of instruction delivery.

The Meets score in 2018 was 32%; in 2019, 23%; in 2020 there was no STAAR administration, and in 2021 20%.

The Masters score in 2018 was 1%; in 2019, 23%; in 2020 there was no STAAR administration, and in 2021 20%.



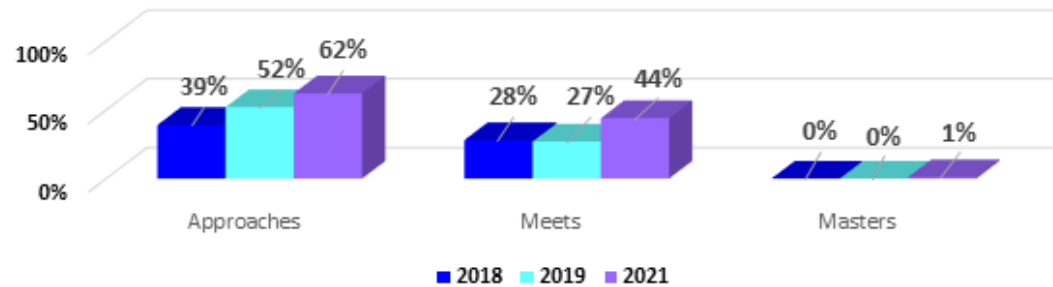
For **English II**, scores increased despite the virtual mode of instruction. The student achievement domain shows that our students performed at a higher level compared to when they took regular classes.

The Approaches score in 2018 was 39%; in 2019, 52%; in 2020 there was no STAAR administration, and in 2021 62%

The Meets score in 2018 was 28%; in 2019, 27%; in 2020 there was no STAAR administration, and in 2021 44%.

The Masters score in 2018 was 0%; in 2019, 0%; in 2020 there was no STAAR administration, and in 2021 1%.

2021 STAAR EOC - ENGLISH II



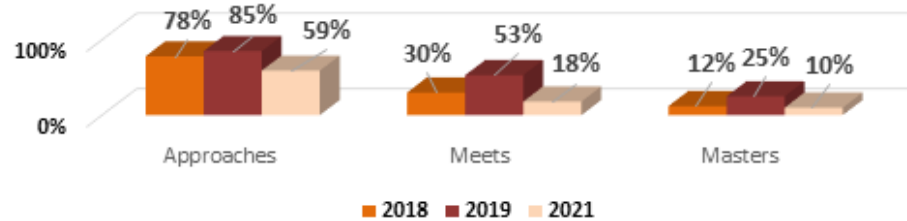
For **Algebra I**, an expected dip in the three categories took place

The Approaches score in 2018 was 78%; in 2019, 85%; in 2020 there was no STAAR administration, and in 2021 59%

The Meets score in 2018 was 30%; in 2019, 53%; in 2020 there was no STAAR administration, and in 2021 18%.

The Masters score in 2018 was 12%; in 2019, 25%; in 2020 there was no STAAR administration, and in 2021 10%.

2021 STAAR EOC - ALGEBRA I



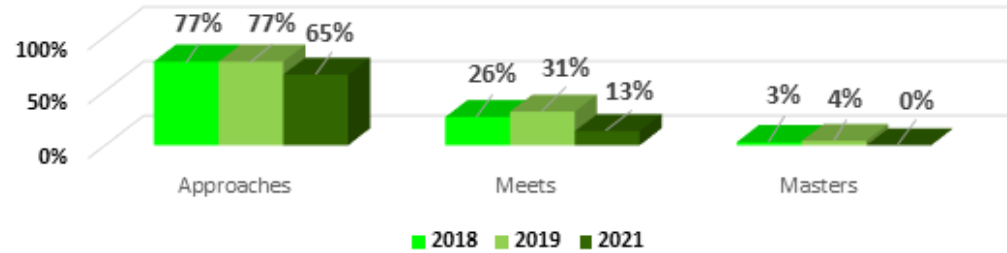
For **Biology**, an expected dip in the three categories took place

The Approaches score in 2018 was 77%; in 2019, 77%; in 2020 there was no STAAR administration, and in 2021 65%

The Meets score in 2018 was 26%; in 2019, 31%; in 2020 there was no STAAR administration, and in 2021 13%.

The Masters score in 2018 was 3%; in 2019, 4%; in 2020 there was no STAAR administration, and in 2021 0%.

2021 STAAR EOC - BIOLOGY



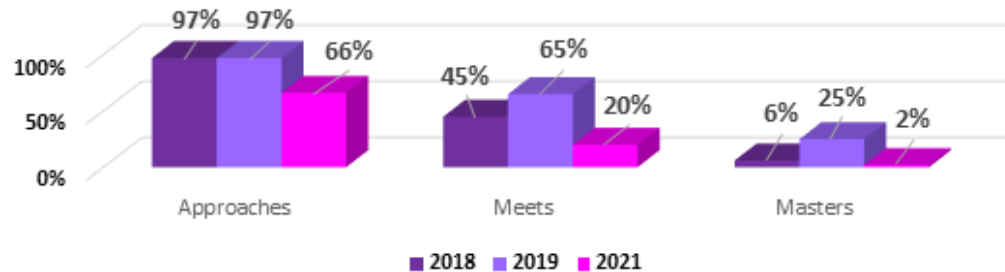
For **US History**, an expected dip in the three categories took place

The Approaches score in 2018 was 97%; in 2019, 97%; in 2020 there was no STAAR administration, and in 2021 66%

The Meets score in 2018 was 45%; in 2019, 65%; in 2020 there was no STAAR administration, and in 2021 20%.

The Masters score in 2018 was 6%; in 2019, 25%; in 2020 there was no STAAR administration, and in 2021 2%.

2021 STAAR EOC - US HISTORY



• What is the academic performance for each student group? Describe significant findings in STAAR results disaggregated by 7 Race/Ethnicity and 7 Student Groups in Reading, Math, Writing, Science, and Social Studies.

English I: The SPED subgroup scored the lowest with 0% in all categories, Approaches, Meets, and Masters followed by the LEP subgroup with Approaches, 31%; Meets, 12.1; and Masters, 0%. The Hispanics subgroup is the lowest among the different ethnicities resulting in 38.8% in approaches; 20% Meets; and 1.2% Masters.

ENGLISH I	TOT	App	App%	Meets	Meets %	Masters	Masters %
AA	7	4	57.1	2	28.6	0	0.0
Hispanic	85	33	38.8	17	20.0	1	1.2
Other	2	1	50.0	0	0.0	0	0.0
White	0	0	0	0	0	0	0
Total	94	38	40.4	19	20.2	1	1.1
SPED	9	0	0.0	0	0.0	0	0.0
LEP	58	18	31.0	7	12.1	0	0.0

English II: The SPED subgroup scored the lowest with 14% in Approaches; 0% Meets; and 0% Masters. The Multiple Ethnicities subgroup is the lowest among the different ethnicities resulting in a 25% in approaches; 25% Meets; and 0% Masters. This is followed by the African American subgroup with Approaches 50%; Meets 50%, and 0% Masters.

ENGLISH II	TOT	App	App%	Meets	Meets %	Masters	Masters %
AA	10	5	50.0	3	30.0	0	0.0
Hispanic	88	57	64.8	40	45.5	1	1.1
Other	4	1	25.0	1	25.0	0	0.0
White	4	3	75.0	3	75.0	0	0.0
Total	106	66	75.0	47	75.0	1	0.0
SPED	7	1	14.3	0	0.0	0	0.0
LEP	53	28	52.8	17	32.1	0	0.0

Algebra I: The SPED subgroup scored the lowest with 14.3% in Approaches; 0% Meets; and 0% Masters. The LEP subgroup is the second-lowest with 51.8% in approaches; 19.6% Meets; and 10.7% Masters. The lowest subgroup is the Hispanic with Approaches 57.3%; Meets 17.1%; and 8.5% Masters.

ALGEBRA I	TOT	App	App%	Meets	Meets %	Masters	Masters %
AA	4	3	75.0	1	25.0	1	25.0
Hispanic	82	47	57.3	14	17.1	7	8.5
Other	2	2	100.0	1	50.0	1	50.0
White	0	0	0	0	0	0	0
Total	88	52	59.1	16	18.2	9	10.2
SPED	7	1	14.3	0	0.0	0	0.0
LEP	56	29	51.8	11	19.6	6	10.7

Biology: The SPED subgroup scored the lowest with 28.6% in Approaches; 0% Meets; and 0% Masters. The LEP subgroup is the second lowest with a 60.4% in approaches; 8.3% Meets; and 0% Masters. The lowest ethnic subgroup is the Hispanic with Approaches 62.2%; Meets 12.2%; and 0% Masters.

BIOLOGY	TOT	App	App%	Meets	Meets %	Masters	Masters %
AA	5	4	80.0	1	20.0	0	0.0
Hispanic	74	46	62.2	9	12.2	0	0.0
Other	3	2	66.7	1	33.3	0	0.0
White	0	0	0	0	0	0	0
Total	82	52	63.4	11	13.4	0	0.0
SPED	7	2	28.6	0	0.0	0	0.0
LEP	48	29	60.4	4	8.3	0	0.0

US History: The SPED subgroup scored the lowest with 16.7% in Approaches; 0% Meets; and 0% Masters. The LEP subgroup is the second-lowest with a 51.7% in approaches; 13.8% Meets; and 0% Masters. The lowest ethnic subgroup is the Hispanic with Approaches 62.5%; Meets 15%; and 0% Masters.

US HISTORY	TOT	App	App%	Meets	Meets %	Masters	Masters %
AA	2	2	100.0	2	100.0	0	0.0
Hispanic	40	25	62.5	6	15.0	0	0.0
Other	1		0.0	0	0.0	0	0.0
White	1	1	100.0	1	100.0	1	100.0
Total	44	28	63.6	9	20.5	1	2.3
SPED	6	1	16.7	0	0.0	0	0.0
LEP	29	15	51.7	4	13.8	0	0.0

- Are our students on track to graduate? What is our longitudinal graduation and dropout rate?

-Our students are mostly on track to graduate with the exception of five who are taking remedial classes to ensure they get sufficient credits by the end of the school year. We also have 4 students who are attending “seat time” to compensate for the absences they have had. It is not expected for students to be added to a continuers list this academic year.

-Our projected dropout rate is 1.9%

- How does student performance on state assessments compare with student performance on local benchmark assessments and the students’ report cards?

It compares similarly to other assessments as shown below:

English I

ENGLISH I, UNIT 1 ASSESSMENT 2021-2022			
Subgroups	Approaches	Meets	Masters
All	54.1%	13.8%	0.9%
AA	40.0%	10.0%	0.0%
Hispanic	53.3%	14.1%	1.1%
White	100.0%	25.0%	0.0%
Other	60.0%	0.0%	0.0%
LEP	46.9%	4.1%	2.0%
SPED	55.6%	22.2%	0.0%

ENGLISH I, UNIT 2 ASSESSMENT 2021-2022			
Subgroups	Approaches	Meets	Masters
All	46.8%	5.3%	0.0%
AA	12.5%	0.0%	0.0%
Hispanic	49.4%	6.2%	0.0%
White	50.0%	0.0%	0.0%
Other	60.0%	0.0%	0.0%
LEP	41.9%	2.3%	0.0%
SPED	16.7%	16.7%	0.0%

ENGLISH I, SEMESTER EXAM 2021-2022			
Subgroups	Approaches	Meets	Masters
All	77.4%	36.8%	0.9%
AA	60.0%	20.0%	0.0%
Hispanic	78.9%	38.9%	1.1%
White	66.7%	33.3%	0.0%
Other	80.0%	40.0%	0.0%
LEP	73.5%	24.5%	0.0%
SPED	42.9%	42.9%	0.0%

ENGLISH I, UNIT 4 ASSESSMENT 2021-2022			
Subgroups	Approaches	Meets	Masters
All	48.7%	11.7%	
AA	18.2%	0.0%	
Hispanic	52.1%	13.8%	
White	66.7%	0.0%	
Other	60.0%	0.0%	
LEP	50.0%	14.0%	
SPED	55.6%	22.2%	

Algebra I

Algebra 1 Units 1 and 2 Assessment			
Subgroups	Approaches	Meets	Masters
All	69.8%	39.6%	13.5%
AA	60.0%	40.0%	0.0%
Hispanic	70.7%	39.0%	15.9%
White	100.0%	66.7%	0.0%
Other	0.0%	0.0%	0.0%
LEP	57.5%	35.0%	15.0%
SPED			

Algebra 1 Unit 3 Assessment			
Subgroups	Approaches	Meets	Masters
All	85.7%	54.3%	33.3%
AA	81.8%	45.5%	27.3%
Hispanic	86.5%	56.2%	34.8%
White	75.0%	50.0%	25.0%
Other	100.0%	0.0%	0.0%
LEP	81.6%	44.9%	30.6%
SPED	33.3%	16.7%	0.0%

Algebra 1 Unit 4 Assessment			
Subgroups	Approaches	Meets	Masters
All	77.2%	46.5%	29.7%
AA	72.7%	36.4%	18.2%
Hispanic	76.7%	47.7%	31.4%
White	100.0%	66.7%	33.3%
Other	100.0%	0.0%	0.0%
LEP	80.0%	44.4%	31.1%
SPED	57.1%	14.3%	0.0%

Algebra 1 Semester Exam			
Subgroups	Approaches	Meets	Masters
All	85.4%	67.1%	4
AA	77.8%	44.4%	2
Hispanic	87.3%	70.4%	4
White	50.0%	50.0%	
Other			
LEP	78.1%	65.9%	4
SPED	0.0%	0.0%	

Algebra 1 Unit 5 Assessment			
Subgroups	Approaches	Meets	Masters
All	84.5%	58.3%	31.1%
AA	90.0%	50.0%	20.0%
Hispanic	83.2%	58.4%	31.5%
White	100.0%	66.7%	33.3%
Other	100.0%	100.0%	100.0%
LEP	85.1%	59.6%	31.9%
SPED	71.4%	14.3%	0.0%

Biology

Biology Unit 1 Assessment			
Subgroups	Approaches	Meets	Masters
All	61.2%	18.5%	5.8%
AA	44.4%	33.3%	0.0%
Hispanic	61.8%	14.6%	5.6%
White	100.0%	66.7%	33.3%
Other	100.0%	100.0%	0.0%
LEP	60.8%	11.8%	5.9%
SPED	0.0%	0.0%	0.0%

Biology Units 2 and 3 Assessment			
Subgroups	Approaches	Meets	Masters
All	60.7%	24.1%	1.8%
AA	36.4%	9.1%	0.0%
Hispanic	62.9%	23.7%	2.1%
White	66.7%	66.7%	0.0%
Other	100.0%	100.0%	0.0%
LEP	61.8%	23.6%	1.8%
SPED	50.0%	12.5%	0.0%

Biology Unit 5 Assessment			
Subgroups	Approaches	Meets	Masters
All		75.0%	25.0%
AA			
Hispanic		72.7%	27.3%
White		100.0%	0.0%
Other			
LEP			
SPED			

Biology Semester Exam			
Subgroups	Approaches	Meets	Masters
All	59.8%	18.6%	
AA	37.5%	12.5%	
Hispanic	60.7%	18.0%	
White	100.0%	33.3%	
Other	100.0%	100.0%	
LEP	54.2%	8.3%	
SPED	0.0%	0.0%	

Biology Unit 8 Assessment			
Subgroups	Approaches	Meets	Masters
All	80.9%	33.7%	4.5%
AA	88.9%	44.4%	0.0%
Hispanic	81.6%	32.9%	5.3%
White	50.0%	0.0%	0.0%
Other	100.0%	100.0%	0.0%
LEP	71.4%	30.6%	1.0%
SPED	100.0%	100.0%	0.0%

English II

ENGLISH II, UNIT 1 ASSESSMENT			
Subgroups	Approaches	Meets	Masters
All	64.4%	37.0%	4.1%
AA	80.0%	40.0%	0.0%
Hispanic	66.2%	38.5%	4.6%
White	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%
LEP	62.5%	30.0%	5.0%
SPED	100.0%	100.0%	0.0%

ENGLISH II, UNIT 2 ASSESSMENT			
Subgroups	Approaches	Meets	Masters
All	51.4%	12.9%	0.0%
AA	100.0%	16.7%	0.0%
Hispanic	47.6%	12.7%	0.0%
White			
Other	0.0%	0.0%	0.0%
LEP	43.6%	7.7%	0.0%
SPED	100.0%	100.0%	0.0%

ENGLISH II SEMESTER EXAM			
Subgroups	Approaches	Meets	Masters
All	58.2%	22.4%	0.0%
AA	100.0%	50.0%	0.0%
Hispanic	54.2%	20.3%	0.0%
White	100.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%
LEP	43.6%	10.3%	0.0%
SPED	100.0%	0.0%	0.0%

ENGLISH II, UNIT 4 ASSESSMENT			
Subgroups	Approaches	Meets	Masters
All	58.6%	24.3%	
AA	83.3%	50.0%	
Hispanic	57.4%	23.0%	
White	100.0%	0.0%	
Other	0.0%	0.0%	
LEP	51.3%	25.6%	
SPED	50.0%	0.0%	

US History

US History Units 01 & 02			
Subgroups	Approaches	Meets	Masters
All	83.3%	70.0%	38.3%
AA	66.7%	0.0%	0.0%
Hispanic	85.2%	75.9%	40.7%
White	0.0%	0.0%	0.0%
Other	100.0%	0.0%	0.0%
LEP	83.3%	80.0%	50.0%
SPED	100.0%	100.0%	100.0%

US History Unit 03			
Subgroups	Approaches	Meets	Masters
All	93.3%	85.0%	58.3%
AA	100.0%	33.3%	33.3%
Hispanic	92.5%	86.8%	59.8%
White	100.0%	100.0%	100.0%
Other	100.0%	100.0%	100.0%
LEP	93.8%	87.5%	71.9%
SPED	75.0%	75.0%	75.0%

US History Unit 04			
Subgroups	Approaches	Meets	Masters
All	100.0%	100.0%	75.0%
AA	100.0%	100.0%	100.0%
Hispanic	100.0%	100.0%	73.6%
White	100.0%	100.0%	100.0%
Other	100.0%	100.0%	100.0%
LEP	100.0%	100.0%	75.0%
SPED	100.0%	100.0%	66.7%

US History - SEMESTER EXAM			
Subgroups	Approaches	Meets	Masters
All	98.3%	96.5%	27.3%
AA	75.0%	75.0%	0.0%
Hispanic	100.0%	100.0%	27.3%
White	100.0%	100.0%	0.0%
Other	100.0%	50.0%	0.0%
LEP	100.0%	100.0%	27.3%
SPED	100.0%	75.0%	50.0%

US History Unit 07			
Subgroups	Approaches	Meets	Masters
All	98.5%	92.4%	33.3%
AA	100.0%	50.0%	0.0%
Hispanic	98.2%	92.7%	38.2%
White	100.0%	100.0%	0.0%
Other	100.0%	100.0%	50.0%
LEP	97.0%	90.9%	24.2%
SPED	100.0%	100.0%	0.0%

- How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

-Our school offers the opportunity for students to participate in remedial programs, such as after-school tutoring, Saturday school, and summer school. Additionally, with the inclusion of the HB4545 initiative, our district has contracted the services of the company I-Tutor to provide academic support to those Freshman students who failed the reading and/or math STAAR assessments last year as they were enrolled in 8th grade.

SECONDARY

ELAR Secondary 6-10 - MAP / 11-12 Pre/Post Test

Teacher	Grade Level	Campus	BOY				EOY				Percentage of Students Who Met Growth
			DNM	App.	Meets	Masters	DNM	App.	Meets	Masters	
Mosley	6	MW	64%	36%	11%	4%	60%	40%	14%	4%	55%
Casey	6	Plano	53%	47%	27%	17%	49%	51%	29%	13%	59%
Clayton	7	MW	56%	44%	14%	5%	55%	45%	15%	3%	42%
Casey	7	Plano	44%	56%	13%	25%	37%	63%	32%	11%	64%
Altree	8	MW	53%	47%	14%	4%	57%	43%	16%	2%	45%
Casey	8	Plano	48%	52%	12%	12%	39%	61%	11%	6%	67%
Lewis	9	MW	47%	53%	19%	5%	56%	44%	20%	3%	41%
Kinney	9	Plano	45%	55%	25%	10%	33%	67%	24%	14%	68%
Scott	10	MW	74%	26%	11%	3%	69%	31%	8%	2%	44%
Kinney	10	Plano	50%	50%	0%	20%	42%	58%	33%	17%	56%
			Pre-Test				Post-Test				
Scott	11	MW	0%	80%	20%	0%	29%	71%	50%	21%	Pending
Kinney	11	Plano	0%	80%	20%	0%	38%	62%	43.75%	0%	Pending
Kinney	12	Plano	0%	100%	0%	0%	0%	62.5%	37.50%	0%	Pending

ELAR Secondary 6-10 - MAP Skill Breakdown

Percentage at Meets and Above

Teacher	Grade Level	Campus	BOY			EOY		
			Author's Purpose	Multiple Genres	Vocabulary	Author's Purpose	Multiple Genres	Vocabulary
Mosley	6	MW	35%	41%	26%	39%	41%	47%
Casey	6	Plano	50%	46%	50%	45%	48%	58%
Clayton	7	MW	45%	43%	45%	43%	40%	48%
Casey	7	Plano	57%	56%	63%	64%	63%	63%
Altree	8	MW	45%	35%	50%	46%	41%	43%
Casey	8	Plano	53%	59%	60%	50%	55%	72%
Lewis	9	MW	52%	47%	51%	43%	41%	53%
Kinney	9	Plano	55%	45%	70%	63%	67%	72%
Scott	10	MW	32%	29%	36%	34%	31%	43%
Kinney	10	Plano	60%	60%	50%	75%	59%	58%

ELAR Secondary 6-12 - Unit Assessments

Teachers	Grade	BOY				EOY				Grow in Me
		DNM	App.	Meets	Masters	DNM	App.	Meets	Masters	
Mosley Casey	6	44.93%	55.07%	18.12%	0%	8.42%	91.58%	70.53%	49.47%	+52.4
Clayton Casey	7	33.59%	66.41%	38.93%	11.45%	4.71%	95.29%	67.06%	42.35%	+28.1
Altree Casey	8	23.14%	76.86%	45.45%	10.74%	2.42%	97.58%	89.52%	82.26%	+44.0
Lewis Kinney	9	43.31%	56.69%	11.81%	.79%	23.14%	76.86%	43.80%	22.31%	+31.9
Scoll Kinney	10	34.52%	65.48%	35.71%	3.57%	21.25%	78.75%	50%	27.50%	+14.2
Scott Kinney	11	17.05%	82.95%	68.18%	44.32%	10.47%	89.53%	53.42%	34.88%	-14.7
Vacant Kinney	12	40.74%	59.26%	46.30%	29.63%	61.70%	38.30%	12.77%	8.51%	-33.5

ELAR Secondary 6-12 - Unit Skill Breakdown

Percentage at Meets and Above

Teacher	Grade Level	BOY			EOY		
		Author's Purpose 9A	Multiple Genres/ Inferencing 5F	Vocabulary Development 2B	Author's Purpose 9A	Multiple Genres/ Inferencing 5F	Vocabulary Development 2B
Mosley Casey	6	23.36%	48.91%	77.37%	71.53%	32.45%	88.74%
Clayton Casey	7	50.38%	59.54%	56.11%	70.16%	77.12%	83.06%
Altree Casey	8	70.25%	73.55%	73.97%	89.52%	93.15%	92.74%
Lewis Kinney	9	9.45%	51.97%	72.05%	60.33%	76.03%	59.50%
Scott Kinney	10	55.95%	49.60%	59.92%	56.25%	81.25%	66.88%
Scott Kinney	11	85.23%	86.74%	66.67%	66.28%	81.40%	69.19%
Vacant Kinney	12	51.85%	55.56%	78.70%	33.33%	58.33%	35.42%

MATH 6-8 MAP Data BOY vs EOY

Teacher	Gr Level	Campus	BOY						EOY					
			Total Students Tested	Did Not Meet	Approaches	Meets	Masters		Total Students Tested	Did Not Meet	Approaches	Meets	Masters	Percent of Students Who Exceeded Projected Growth
Sewell	6	Plano	32	50%	41%	6%	3%		31	48%	36%	13%	3%	72
Vacant	6	MW	117	57%	38%	5%			125	55%	36%	8%	1%	56
Sewell	7	Plano	19	37%	42%	16%	5%		19	47%	32%	21%		64
Lozano	7	MW	116	54%	40%	6%			119	46%	45%	8%	1%	56
Sewell	8	Plano	13	46%	46%	8%			13	13%	74%	13%		69
Vacant	8	MW	100	45%	48%	7%			103	43%	44%	13%		43
Vacant	8/Alg 1	MW	11	9%	27%	55%	9%		13		31%	23%	46%	50 (4)

Algebra 1: MAP Data

Teachers	Grade	Count	BOY			EOY			% of students Meeting or Exceeding Growth
			App.	Meets	Masters	App.	Meets	Masters	
George (MW)	9 (Algebra 1)	86	43	12.8	0	57.60	4.70	1.2	51.7
Forbes (Plano)	9 (Algebra 1)	15	46.7	6.70	6.7	57.10	7.10	14.3	71.4

Science 8th Grade

ELEMENTARY

Grade	District	Mesquite	Plano
Kinder	54 students tested (minus KA) 18 students On-Level (33%) 11 students ranked in the 90th percentile 3% of students grew from MOY 22% of students grew from BOY	20% On-Level (6/30 students) 4 students ranked in the 90th percentile	50% On-Level (12/24 students) 7 students ranked in the 90th percentile
1st Grade	78 students tested (minus 1A) 37 students On-Level (47%) 3 students ranked in the 90th percentile 29% of students grew from MOY 36% of students grew from BOY	32% On-Level (16/50 students) 1 student ranked in the 90th percentile	75% On-Level (21/28 students) 2 students ranked in the 90th percentile
2nd Grade	96 students tested 21 students On-Level (22%) 2 students rank 3% of students grew from MOY	17% On-Level (13/76 students) 1 student ranked in the 90th percentile	40% On-Level (8/20 students) 1 student ranked in the 90th percentile

MAP STAAR Projections

Teacher	Campus	Did Not Meet	Approaches	Meets	Masters
Pacheco	Plano	5.3	57.9	31.6	5.3
Colon Rivera	Mesquite	37.4	44.3	13.9	4.3

Student Learning Strengths

LPCA High School - Mesquite

The data shows that the students are scoring at pre-pandemic levels.

STAAR EOC for English II scores increased in all categories during the pandemic closure.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: LPCA High School - Mesquite Teachers have had more difficulty engaging students in academic instruction and making up for learning loss. **Root Cause:** Students are struggling to get back to normal coming from the pandemic times.

School Processes & Programs

School Processes & Programs Summary

PROCESSES AND PROGRAMS

- What is the process for recruiting, selecting, assigning, inducting, and retaining high-quality educators?

We use a variety of ways to recruit our candidates, including teachers applying for vacancies in the Teachers' Job Network, Region 10 Alternative Certification List, and direct referrals from fellow schools administrators, teachers, and community leaders.

We strive to offer the best working environment for our staff members on top of a variety of incentives that make our organization an appealing workplace. Additionally, our teachers have the opportunity to participate in the T-TESS evaluation program where they can earn substantial additional yearly income if they qualify based on their evaluation scores.

- Are high-quality teachers placed in classrooms/subjects based on student needs and teacher strengths?

Teachers who are considered high-caliber have been assigned to teach those subjects where our students struggle the most, such as Algebra 1, Biology, English I, and English II

- How does our campus develop instructional leaders? Are their roles and responsibilities clear?

Our school has a leadership density expansion approach, to develop leaders within our high school. Included in this initiative are:

Campus Emergency Operations – SGM Andrea Wright

RTI – Evelyn Morales

LPAC – Irma Carabajal

Campus Testing Coordination – Brent Waker

Tutoring Program – Mariela Delgado

Mentoring Program – Florence George

Attendance for Credit – Brent Walker

Class of 2022 Graduation – Ruby Hawtorne

NTN College Access Team – Gregory Cawthon

National Honor Society – Jocelyn Cardenas

Student Council – Yolanda Dews

Restorative Practices – Siomara Cruz

- How do we plan for professional development in order to address the root causes of low performance?

The professional development is designed around the specific needs of our teachers based on classroom observations, and teachers' experience.

- How are all students, especially those at-risk, given opportunities to meet challenging state academic standards with a well-rounded program of curriculum and instruction?

Our students are offered instructional support and academic reinforcement in the form of after-school instructional programs as well as Saturday school. We are also currently offering support services derived from the HB4545 initiative. Legacy High school is using the I-Tutor program for 9th-grade students who failed to pass the Reading and Math STAAR assessments during their 8th-grade year.

- How is the school meeting college, career, and military guidance and counseling? Include any postsecondary education and career awareness and exploration activities. (TEA Priority)

Our school participates in the NTN College Access program in which we have had several informational sessions for students and parents about the process for FAFSA applications. We also have weekly rotations sessions where our CCRM Counselor and our NTN College Access Team meet with Junior and Senior students to update them and keep them abreast of the different scholarships opportunities available, as well as the different colleges, universities, and career options for them.

We also invite the different military branches to come and talk with those students to inform them about the different opportunities available for them in the military field. Additionally, we offer the ROTC class geared to ignite the interest of our students in the military pathway.

- What is our personal technology plan for each student?

In our school, every student is assigned a laptop and the required equipment to integrate technology as part of their educational program. Our students use the ECHO platform to access their assignments and to upload their work as well as multiple platforms to research and obtain information needed to complete their assignments. Our students have the option to participate in a variety of technology classes that include Principles of Info Tech, Web Tech, Networking, Digital Media, Web Tech, Computer Science, and Digital Arts and Animation

Procedures

- What actions do we take to support powerful teaching and learning? Do we align curriculum and assessment to TEKS with a year-long scope and sequence?

Our school uses the TRS (TEKS Resource System) as the teaching curriculum. We use the TRS Pacing Guide to make sure we cover the specific skills over a given period of time. Our high school aligns the written curriculum with the taught and the assessed curriculum. Additionally, our school uses a Project-Based Learning (PBL) as the main approach to instruction, resulting in a more effective connection of newly acquired knowledge to practical real-world applications, which in turn results in a higher level and longer retention of the new or refreshed knowledge.

Are our lesson plans and instruction objectives data-driven? Do they include critical thinking, formative assessments, and interventions?

Absolutely. Teachers' lesson plans cover skills as recommended by the TRS Pacing Guide and spiraled skills the students had difficulty mastering the first time they were taught. Additionally, our teachers perform data analysis at different levels of the process. First, our teachers assess informally and formally as they teach by implementing frequent checks for understanding throughout the delivery of the lesson and formative assessments in the form of exit tickets, quizzes, unit exams, and semester exams. Every time an assessment is administered and results are obtained, our teachers engage in data analysis sessions where they obtain information on weaknesses and strengths so that they can adjust instruction, reteach or offer additional support to students in the form of in-class or after school interventions.

- Do we have a plan for the integration of technology? Explain findings on how technology is integrated into instructional and administrative programs.

Yes, every student enjoys the use of a laptop and the required equipment to integrate technology as part of their educational program. As mentioned earlier, every student is assigned a laptop and the required equipment to integrate technology as part of their educational program. our students use the ECHO platform to access their assignments and to upload their

work as well as multiple platforms to research and obtain information needed to complete their assignments including Lexia, Mathia, Edgenuity, ECHO, MAP, TXVSN, among others.

Additionally, our teaching staff and administrators use technology in a variety of areas such as testing, attendance, students performance, data, etc, such as TestHound, Plan4Learning, Skyward, Edugence, Eduphoria, etc.

- What are the school conditions for learning, including protecting instructional time? Discuss anything significant.

Our students follow a block schedule where they attend 4 periods on “A” days and 4 periods on “B” days, 90 minutes per period. On Wednesdays, the students attend shorter periods (45 minutes) and transition to a rotations program while their teachers attend long planning sessions where teachers plan projects, lessons, or discuss data and other instructional items. Our master schedule is intentionally designed to include 7 minutes during the 1st and 5th periods for morning announcements. Announcements during class time are strictly prohibited. Also, our school has implemented the Truancy Prevention Measures to address students who accumulate excessive absences. Also, we have instituted the Attendance for Credit Committee, which oversees the program to ensure students who have lost their credit due to excessive absences and for not complying with the State 90-10 Rule.

Our teachers participate in PLC sessions where they share instructional strategies and best teaching practices, analyze data and trends, and discuss individual student's weaknesses and successes.

After-school tutoring is offered on Tuesdays and Thursdays with some teachers offering Wednesdays if parent conferences are not scheduled. Additionally, our school offers Saturday school starting the second week of the second semester and extending to the last day of April. Our students can also participate in extended learning during Summer School.

- What is the status of equity of services for all students?

All students in our organization receive the same social-emotional-academic support indistinctly, regardless of their gender, religion ethnicity, or sexual orientation.

- What are the procedures to support students during all transitions: junior high into high school, high school to postsecondary?

We hold assemblies with 8th-grade students to inform them about the high school experience and expectations. We also met to talk about the Dual Credit classes they will be taking as they enter the freshmen year. Another session was held for them to complete their choice sheets with the classes they prefer to take as they enter 9th grade. Additionally, we held informational meetings with 8th-grade parents to inform them about the Dual Credit classes their students will be taking as they come to the high school. We also inform the parents about the importance of parental support to their students and to the school to ensure a successful transition to high school and college. Personnel from Dallas College participated in this informational meeting explaining in detail the requirements to be a college student and the college expectations.

Our senior students have been actively participating in several informational meetings addressing college applications, FAFSA applications, and scholarship applications among other important items regarding post-secondary education. Our senior students will participate in at least two field trips to local universities to be exposed to educational programs, campus life, and other activities related to college-going.

The seniors’ parents have also been actively participating in these meetings.

- What are the significant findings in classroom management? Explain procedures used to reduce the overuse of discipline practices that remove students from the classroom.

As much as we can, our students do not receive an out-of-school suspension as a consequence of student code of conduct violations. We have a great group of students and community. For the most part, our teachers have built rapport with all the students and there is a family-like environment. When needed, we use restorative practices to de-escalate confrontations or disagreements among students.

- What are the data discipline referrals.

The discipline referrals that have been issued to our students are level 1 for a total of 146 so far distributed as follows.

47 students have been issued 1 referral each.

13 students have been issued 2 referrals each.

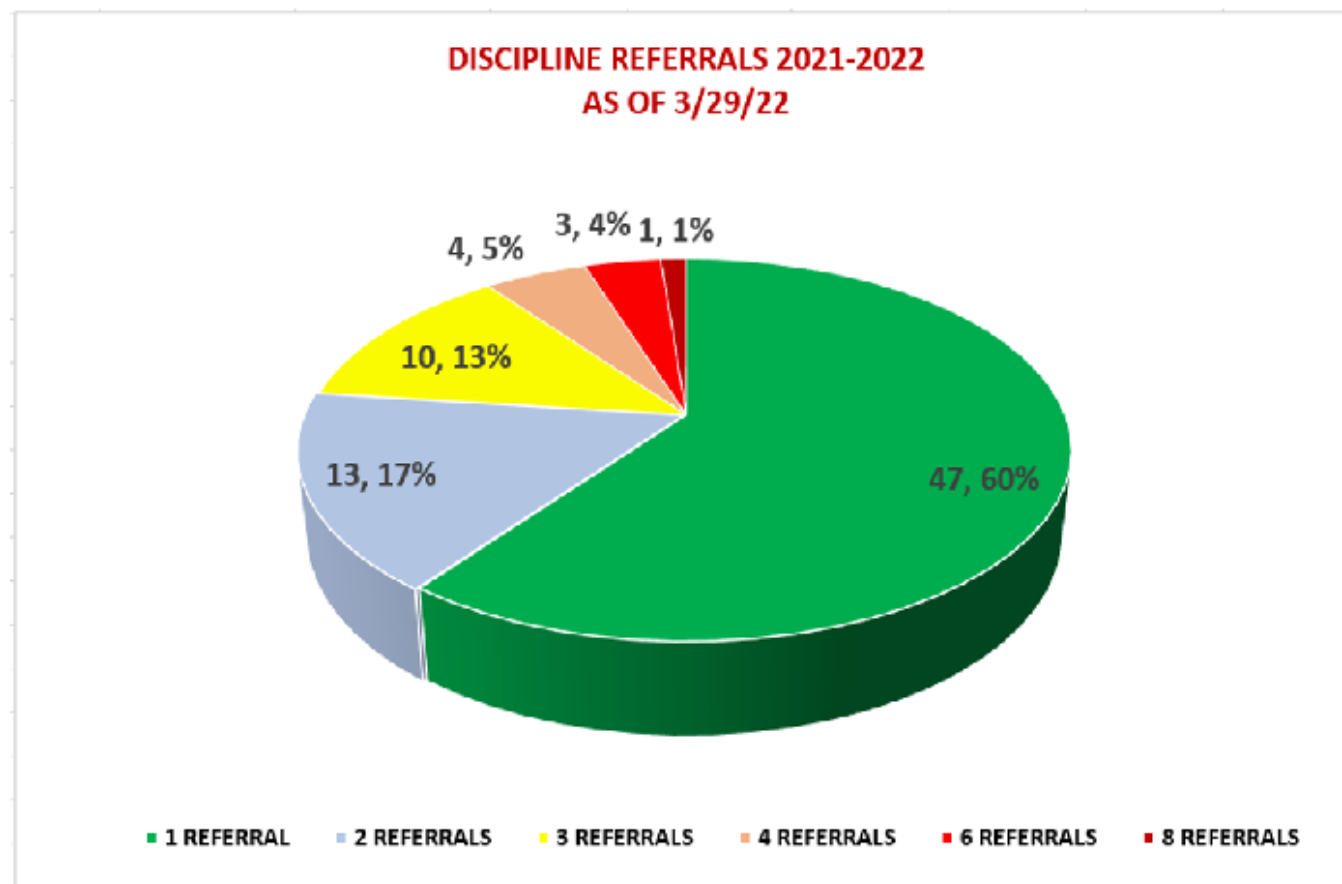
10 students have been issued 3 referrals each.

4 students have been issued 4 referrals each.

3 students have been issued 6 referrals each.

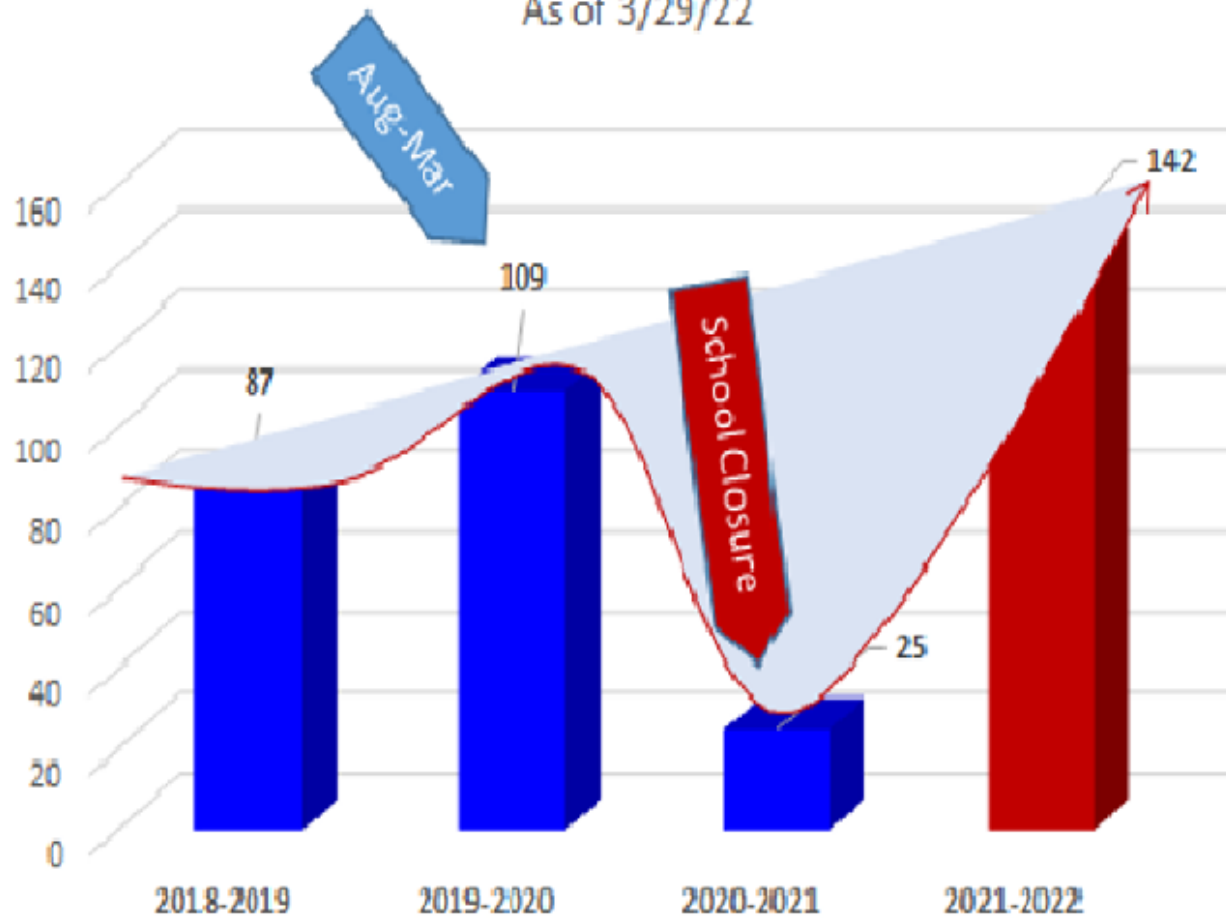
1 student has been issued 8 referrals.

6% of our students are the recipients of 50% of the discipline referrals



Referrals - 2021-2022

As of 3/29/22



School Processes & Programs Strengths

We have systems and procedures to recruit and hire high-caliber teachers.

We strive to foster a welcoming environment for our teachers, students, parents, and the community at large.

We offer different opportunities for leadership roles to our teachers and staff members, as an approach to leadership density expansion.

We have a strong NTN College Access team that is actively working with our students to ensure higher education is part of the culture of our school.

Every student on our campus is assigned a laptop, scientific calculators, and software that support their educational needs.

Our teachers participate in PLC sessions where they share instructional strategies and best teaching practices, analyze data and trends, and discuss individual students' weaknesses and successes.

We offer extended academic opportunities in the form of after-school tutoring and Saturday school.

All students in our organization receive the same social-emotional-academic support indistinctly, regardless of their gender, religion ethnicity, or sexual orientation.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The discipline referrals have increased consistently as the enrollment increases. Monitoring students' behavior has constituted a challenge for the administrator. **Root Cause:** Having only one administrator on campus for a high school in this area makes really hard to monitor students' behavior and follow up with parents' conferences and assignment of consequences.

Perceptions

Perceptions Summary

PERCEPTION

- How does the attendance rate differ between the 7 race/ethnicity groups and 7 student groups? Include how current data differs from previous years.

-Our students' attendance fluctuates between 94% and 96%, with an average of 95%. There is no visible significant difference in attendance patterns or trends among different ethnicities

What is significant in the data about behavior, disciplinary patterns, DAEP placements, and any differences between the 7 race/ethnicity groups and 7 student groups?

-Or school has mostly level 1 discipline referrals, related to class disruption and not following directions; However, with an average of 1 discipline referral per week, there is not a significant number of discipline referrals. The number of referrals related to drugs has increased slightly from previous years.

- How is conflict reduced? Discuss results of any mentoring, peer mediation, etc.

-We don't have an alarming number of interpersonal conflicts. In 2020, we had 2 physical fights from August to March when the school was shut down because of the pandemic. In 2021, the students received remote instruction, so personal conflicts did not take place. During this school year, So far we have had two physical fights. Typically, conflicts are resolved by having students participate in restorative circles.

- What is the dropout rate or graduation rate? Differentiate it by 7 race/ethnicity groups and 7 student groups. (Middle & High Schools)

-Our dropout rate is 1.9%

-Our Graduation Rate is 98%

-Our Graduation Rate this year is expected to be 100%

- What is the staff turnover rate and how does it compare with previous years? Discuss staff mentoring results, staff perceptions of academic expectations, and average number of staff absences. Summarize any climate and culture survey reports.

The staff turnover and teacher retention for our high school are as follows:

Year	2019	2020	2021	2022
Turn Over	53%	5.6	11.1	8.3
Teacher Retention	47%	94.4	88.9	91.7

- What is the level of support from our community?

We have a Community Liaison who has been actively seeking partners in the community with a high level of efficiency.

We also have a Marketing Director who is actively promoting our school and teaming up with the Community Liaisons to get partners, donors, etc., and to get more community

involvement.

There is a number of community entities that provide support in the form of donations, presentations to the students, support with school activities, etc. Among those entities, there are restaurants, health care offices, businesses, and the police departments of Dallas and Mesquite.

- How do parents and the community view the climate and culture of the district and campuses?

The last “Customer Service Survey” indicates that the level of satisfaction of the parents is high. According to this survey, 94.64% of the parents considered the service we provide to the public as “Outstanding” and 5.36% consider it as “Good”. The survey was discontinued as the school closed due to the pandemic.

- Are there any barriers that prevent participation by parents/guardians/community?

Yes, the language barrier is the main reason parents tend to stay away from school activities.

- Are the processes and programs in place helping them find success from one grade level to the next? Do they feel safe and have a sense of belonging? Is school challenging for them, worth their time, and providing a well-rounded education?

Our educational program has allowed our students to choose from at least three pathways, Technology, Business, and Health. Our students can also earn Endorsements in the areas of Multidisciplinary Studies, Arts and Humanities, Business and Industry, and Public Service. The students are offered a dual credit program that has been expanded this school year. In the past, students could choose to participate in the Dual Credit program by enrolling in Chemistry 1405.1407, and ITSC 1401, Computer Hardware; however, the number of students enrolled every year in Chemistry has been 15, and a similar number of students for the technology class. This year, we were able to increase the number of students participating in Chemistry to 29 students. We also added all our 9th-grade students to the Dual Credit program with a total of 103 9th grade students participating in Art Appreciation. Music Appreciation, and EDUC 1300.

Our students have not had access to Filed Trips and other activities due to a lack of funding

Our students also consider that our school offers a safe environment conducive to learning.

- How do parents and guardians describe their child’s school? Do they feel welcome at school? Do they believe their children are safe at school and going to and from school?

As far as parents' participation in school programs and activities is concerned, it is considered low. On average, less than 10% of the parents participate or volunteer in school events.

In general, the parents consider our school to be a safe environment that is conducive to learning. One of the main reasons for the parents to enroll their students in our school is precisely the safe environment.

- How do parents and guardians learn and understand their child’s learning standards, learning expectations, and progress?

Our school offers onboarding sessions to our students and parents at the beginning of each school year where they are informed about our courses offerings and students' and parents' expectations including a School and Parent Compact. We also offer our students the opportunity to choose their classes every year as they complete their Choice Sheets.

- How are parents and guardians involved in activities to improve student achievement and school performance?

Parents are invited to participate in the different school events taking place throughout the year, beginning with PTO meetings every 3rd Thursday of the month, and continuing throughout the school year with the different programs, including but not limited to Fall Festivals, Winter Festivals, Health Fairs, Senior Meetings, among others, however, their participation has considerably decreased this year.

- How do teachers describe their school? Are the processes and programs in place helping them find success with their students? Do they feel safe and have a sense of belongingness? Do they love to teach and see the results of their work with students?

Most of our teachers have chosen to work here at Legacy because of the harmony and family-like environment. For the most part, they are proud of their school and have a sense of belonging. Some, however, have expressed concerns about the limited resources such as a good selection of textbooks, materials for projects, a budget for field trips and students activities, etc.

- How are they supported by strong administration? Do they receive powerful professional development to develop their skills? Do teachers work together to support each other?

Our teachers enjoy an equivalent of a minimum of 450 minutes per period of two weeks for planning. Additionally, our teachers are offered a three-hour-long planning every week. The teachers are offered at least one PMPL per month and professional development sessions at the beginning of the school year and subsequent professional learning quarterly throughout the school year. The teachers participate in Professional Learning Communities (PLCs) weekly, where they share best teaching practices and strategies, analyze data, role-play scenarios, and other collaborative items that help them improve their teaching craft and better support our students.

- How do we engage all stakeholders in vision, mission, goals, strategies, and values that focus on a safe environment and high expectations?

This year, our administrators and faculty were given the opportunity to participate in the development and creation of the Vision and Mission of our organization. We also constantly communicate our Vision and Mission to our stakeholders by different means including morning announcements, using them in the signature part of our emails, and posting them on our website and on our Facebook page.

Perceptions Strengths

LPCA High School - Mesquite

-The vast majority of parents and students think that our school is safer than those schools in the area

-Our Graduation Rate this year is projected to be 100%

-We are keeping the staff turnover at 90% or higher

-We have a Community Liaison who has been actively seeking partners in the community with a high level of efficiency.

-We also have a Marketing Director who is actively promoting our school and teaming up with the Community Liaisons to get partners, donors, etc., and to get more community involvement.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Most of the professional development we offer to our teachers is created and delivered locally, by our coaches and specialists. Beyond NTN College Access, our teachers have not had an opportunity to attend conferences, professional development sessions, or other training opportunities. **Root Cause:** Limited funding for external professional development

Problem Statement 2: Our students have not had opportunities to expand on their academic experiences by participating in field trips or other academic experiences. **Root Cause:** Our school does not count on a budget to support field trips and academic experiences beyond the classroom.

Problem Statement 3: The parental involvement has significantly decreased compared to previous years **Root Cause:** Not enough extra-curricular activities, athletic events, or social events that traditionally draw parents to the schools and increase the participation. The PTO has been ineffective and inconsistent.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Support Systems and Other Data

- Organizational structure data

Goals

Goal 1: All Scholars will reach high standards at a minimum attaining proficiency or better in reading/language arts and math.

Performance Objective 1: Students taking the English I and English II STAAR will increase in 10% % Approaches and Meets, and 5% in Masters, Reading 6- 8, and Reading 3rd to 5th Grade
Students will also

Evaluation Data Sources: STAAR Sc

Goal 2: All ELLs will become proficient in English and reach high academic standards at a minimum attaining proficiency or better in reading/language arts and math.

Goal 3: All scholars will be taught by facilitators who meet the state certification standards for charter school.

Goal 4: All scholars will be educated in learning environments that are safe, drug free, and conducive to learning.

Goal 5: All scholars will graduate from high school and be college ready.

Goal 6: Legacy will encourage and promote a climate that fosters family engagement in the education of all scholars.

Goal 7: All students will exhibit Satisfactory or above performance on State assessments. Students below Satisfactory performance will demonstrate more than one year of academic growth.

State Compensatory

Budget for Legacy Preparatory Charter Academy Mesquite (K-12)

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 35

Brief Description of SCE Services and/or Programs

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Personnel for Legacy Preparatory Charter Academy Mesquite (K-12)

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Allen, Gregory	H. S. Math Teacher	1
Andrade, Wendy	H. S. PEIMS Clerk	1
Bluitt, Jacqueline	H. S. Science Teacher	1
Burns, Ronda	H.S. ElectiveTeacher	1
Camacho, Pillar	H. S. Duty Free Teacher Assistant	1
Carabajal, Irma	H. S. Elective Teacher	1
Cardenas, Jocelyn	H. S. Social Studies Teacher	1
Cawthon, Gregory	H. S. CTE Teacher	1
Chavez-Olivos Ana Yeli	H. A. ELL Teacher Assistant	1
Cruz, Siomara	H. S. LOTE Teacher	1
Davis, Lenzseia	H. S. Office Manager	0.5
Delgado, Mariela	H. S. Science Teacher	1
Dews, Yolanda	H. S. SOcial Studies Teacher	1
Hawthorne, Ruby	H. S. CTE Teacher	1
Haygood, Larry	H. S. P. E Teacher	1
Herrera, Jeannette	H. S. Edgenuity Teacher Assistant	1
Jackson, Elizabeth	H. S. SPED Math Tutor	1
Leopold-George, Florence	H. S. Math Teacher	1
Lewis, Kary	H. S. ELAR Teacher	1

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Lopez, Cassandra	H. S. Counselor	1
Lopez, Eslendy	H. S. Dual Credit Teacher Assistant	1
Lundberg, Valerie	H. S. ELAR Teacher	1
Macias, Jared	H. S. SPED Teacher Assistant	1
Mendez, Chandra	H. S. School Nurse	0.5
Morales, Evelyn	H. S. Social Studies Teacher	1
Owuori, Peter	H. S. Math Teacher	1
Pineda, Yenis	H. S. Custodian	1
Sanchez, Gilberto	H. S. Cafeteria Manager	1
Scott, Michael	H. S. Teacher	1
Scott, Melissa	H. S. SPED Teacher	1
Silva, Carol	H. S. Front Desk Clerk	1
Tapara, Oscar	H. S. LOTE Teacher	1
Walker, Brent	H. S. CTE Teacher	1
Williamson-Johnson, Karen	H. S. Dyslexia Teacher	1
Wright, Andrea	H. S. ROTC Teacher	1
Wunderlich, Jim	H. S. CTE / Schience Teacher	1