

Legacy Preparatory Charter Academy



Legacy Preparatory Charter Academy Mesquite (K-12)

2026-2027 Campus Improvement Plan

Mission 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.

Vision

Legacy Preparatory Charter Academy will develop innovative citizens ready to serve and transform 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

Summary

STUDENT ENROLLMENT BY GRADE LEVEL

PreK	39
Kindergarten	31
Grade 1	86
Grade 2	56
Grade 3	81
Grade 4	61
Grade 5	86
Grade 6	112
Grade 7	117
Grade 8	106
Grade 9	99
Grade 10	77
Grade 11	67
Grade 12	47

TOTAL ENROLLMENT 1065

ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	9	0.85%	0.85%
ASIAN	3	0.28%	0.28%
BLACK/AFRICAN AMER.	126	11.83%	11.83%
HISPANIC/LATINO	862	80.94%	80.94%
WHITE	49	4.60%	4.60%
HAWAIIAN/PAC ISLAND	3	0.28%	0.28%
TWO OR MORE	13	1.22%	1.22%
TOTAL	1,065	100.00%	100.00%

ENROLLMENT BY GENDER	Count	%Enroll
MALE	565	53.05%
FEMALE	500	46.95%
TOTAL	1,065	100.00%

PROGRAM ENROLLMENT	Count	%Enroll
EMERGENT BILINGUAL	572	53.71%
IMMIGRANT	0	0.00%
ECONOMIC DISADVANTAGE	877	82.35%
MILITARY CONNECTED	21	1.97%
FOSTER CARE	0	0.00%
DYSLEXIA	30	2.82%
PK ELIGIBLE PREVIOUS YEAR	0	0.00%

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	11	15.49%	6.01%
HISPANIC/LATINO	51	71.83%	27.87%
WHITE	8	11.27%	4.37%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	1.41%	0.55%
TOTAL	71	100.00%	38.80%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	22	19.82%	2.07%
HISPANIC/LATINO	79	71.17%	7.42%
WHITE	7	6.31%	0.66%
HAWAIIAN/PAC ISLAND	1	0.90%	0.09%
TWO OR MORE	2	1.80%	0.19%
TOTAL	111	100.00%	10.42%

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	9	1.03%	0.85%
ASIAN	1	0.11%	0.09%
BLACK/AFRICAN AMER.	113	12.88%	10.61%
HISPANIC/LATINO	695	79.25%	65.26%
WHITE	47	5.36%	4.41%
HAWAIIAN/PAC ISLAND	3	0.34%	0.28%
TWO OR MORE	9	1.03%	0.85%
TOTAL	877	100.00%	82.35%

GIFTED & TALENTED	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	2	4.44%	0.19%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	7	15.56%	0.66%
HISPANIC/LATINO	35	77.78%	3.29%
WHITE	1	2.22%	0.09%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%

HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	45	100.00%	4.23%

The percent in attendance for Grades PreK - Grade 5 is 94.08%

The percent in attendance for the Grade 6 - Grade 8 is 94.47%

The percent in attendance for the Grade 9 - 12 is 93.63%

The percent in attendance for Mesquite is 94.06%

Description of School

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.

Pathways in Technology Early College High Schools (P-TECH) are innovative open-enrollment high schools that allow students least likely to attend college an opportunity to receive both a high school diploma and a credential and/or an associate degree. We are in our planning year for 2023-24 as a P-TECH campus.

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 six 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 16% and has increased a by 12% 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, Forney, Terrell, and Lancaster.

The average class size a the high school is 16 students to 1 teacher

The attendance this year has been an average of 94%. We have implemented the TPM (Truancy Prevention Measures) where students' parents receive a notification from their 3rd period teachers (ADA period) 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 twice 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 1.7%. We have an Attendance for Credit Committee that oversees the cases of students in danger of losing their credit due to poor attendance behavior.

Staff Data

- 99% of our teaching staff hold a Bachelors Degree.
- 26% of our teaching staff hold a Masters Degree.
- 65% of our teaching staff has 1 to 5 years of teaching experience.
- 19% of our teaching staff have 6 to 10 years or more of teaching experience.
- 16% of our teaching staff have 11 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, 38% of the households in Mesquite, TX are renter-occupied while 62% are owner-occupied.

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 5 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 27, which is a rate of 27 per one thousand population.

Population. The last official US Census in 2020 recorded the population at 147,899.

Strengths

Demographic Strengths

A diverse students population, representation from each ethnicity. A balanced gender population. In general, our SPED population is at 10.42%. 4% of our students are considered Gifted and Talented with the breakdown by ethnicity for the program is reflective of our student population. We also have a large population who are bilingual in our community.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The campus at-risk population is 60%.	Historically, charter schools in Texas serve a higher number of at-risk students
2	Student attrition is at 18%.	Students leave school due to personal or family-related reasons.

★ = Priority

Student Learning

Summary

LPCA Mesquite West employs various data sources and employs a range of metrics to assess student learning. Our approach prioritizes student data to guide instructional strategies for our faculty. We've fostered a culture that cultivates, supports, enables, and involves educators through personalized, ongoing professional development tailored to address specific teacher, student, and grade-level requirements. This commitment leads to academic progress and development for all students.

STAAR 2023 Student Performance			
All Grades ELAR/Reading	Approaches	Meets	Masters
All Students	56%	23%	5%
African American	61%	20%	6%
Hispanic	59%	27%	5%
White	60%	33%	7%
Special Education	31%	15%	3%
Economically Disadvantaged	60%	26%	5%
Emergent Bilingual/EL	54%	21%	3%
All Grades Math	Approaches	Meets	Masters
All Students	52%	19%	4%
African American	42%	18%	3%
Hispanic	54%	19%	5%
White	50%	23%	0%
Special Education	38%	17%	7%
Economically Disadvantaged	51%	20%	4%
Emergent Bilingual/EL	50%	18%	3%
All Grades Science	Approaches	Meets	Masters
All Students	55%	20%	1%
African American	47%	17%	0%
Hispanic	57%	21%	1%
White	38%	6%	0%
Special Education	33%	16%	0%
Economically Disadvantaged	54%	19%	1%
Emergent Bilingual/EL	54%	17%	0%
All Grades Social Studies	Approaches	Meets	Masters
All Students	53%	27%	16%
African American	56%	22%	17%
Hispanic	47%	28%	16%
White	48%	38%	25%
Special Education	12%	32%	21%
Economically Disadvantaged	48%	30%	18%
Emergent Bilingual/E	45%	19%	9%

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level

	Approaches	Meets	Masters
ELAR	66%	32%	32%
Math	62%	57%	33%

Strengths

For STAAR Performance, at the Approaches Level for each content level, the performance of the three student groups segmented by ethnicity is similar to that of the overall student group.

For STAAR Progress, the percent of students maintaining or improving compared to prior year performance level is above 60% for both ELAR and Math at the Approaches Level.

Problem Statements Identifying Student Learning Needs

Problem Statement		Root Cause
1 ★	For all students in reading, math, and science less than 35% of students were at Meets Performance Level.	Teacher capacity needs to be built in best practices to teach the standards at depth and complexity to build critical thinking skills, enabling students to apply their knowledge across diverse contexts..
	2 ★	Students identified in Special education consistently are the lowest performing student group.
		There is a lack of a comprehensive approach for support. Support that includes providing adequate resources, training educators in evidence-based practices, setting high expectations, fostering inclusive environments, and promoting collaboration between general and special education programs.

★ = Priority

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, Indeed, 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. Our school calendar includes four-day instructional week. Additionally, our teachers have the opportunity to participate in the Texas Incentive Allotment program where they can earn substantial additional yearly income if they qualify based on their evaluation scores and student growth measures.

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

Teachers who are considered high-caliber (teacher certifications) have been assigned to teach core content subjects. LPCA also requires teachers who are in their second year with us to be enrolled in an alternative certification program.

- 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. The LPCA school calendar provides approximately two days of professional development a month for teachers.

- 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?

Derived from the HB1416, LPCA has accelerated learning time built into the day for each student. The accelerated learning is based on the students needs.

- 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 have the option to participate in a variety of technology classes.

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) and High Quality Instructional Materials as the curriculum for core content area. We use the TRS Pacing Guide to make sure we cover the specific skills over a given period of time. LPCA aligns the written curriculum with the taught and the assessed curriculum. Additionally, LPCA 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 lesson plans and instruction objectives data-driven? Do they include critical thinking, formative assessments, and interventions?

Teachers' lesson plans cover skills as recommended by the Year-at-a-Glance 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.

- 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 hold a Career Bridge Day to talk about the program of studies 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 P-TECH 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.

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 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 that supports their educational needs.

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

We offer academic opportunities based on student need in the form of after-school tutoring and accelerated learning time.

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	Root Cause
1	Professional learning opportunities has been limited for teachers in the non-core content classes.	There has not been a consistent curriculum for these courses.

★ = Priority

Perceptions

Summary

PERCEPTION

Conflict Reduction:

Interpersonal conflicts are minimal, with restorative circles being the primary method of resolution. Physical altercations have been rare, with only four reported incidents in recent years. For the 2023-24 school year, Grades 6-8 have implemented Positive Behavioral Interventions and Supports (PBIS) as a pilot program.

Dropout and Graduation Rates:

The dropout rate stands at 3%, while the graduation rate is an impressive 97%.

Community Support:

Community engagement is robust, facilitated by a dedicated Community Liaison and Marketing Director. Partnerships with various entities, including restaurants, healthcare offices, businesses, and local police departments, provide support through donations, presentations, and involvement in school activities.

Parent and Community Perception:

Overall, parents express high satisfaction with the district's climate and culture, as evidenced by a customer service survey. However, language barriers hinder some parents' participation in school activities.

Program Effectiveness and Student Experience:

The educational program offers diverse pathways and endorsements, including dual credit options and programs of study. While some activities like field trips are limited due to funding constraints, students generally feel safe and supported in their learning environment.

Parent and Guardian Engagement:

Parent participation in school events is relatively low, despite ongoing invitations and initiatives. Nonetheless, parents perceive the school as a safe and conducive learning environment.

Communication and Engagement:

The school provides onboarding sessions and opportunities for parents to understand learning standards and expectations. However, participation in activities aimed at improving student achievement has decreased.

Teacher Perspective:

Teachers generally feel a sense of pride and belonging in the school community but express concerns about resource limitations. They receive ample planning time, professional development, and support through Professional Learning Communities (PLCs).

Stakeholder Engagement in Vision and Mission:

Stakeholders are actively engaged in shaping the school's vision and mission, with regular communication through various channels reinforcing these values.

Strengths

1. **Conflict Reduction:** The use of restorative circles and the implementation of PBIS demonstrate proactive measures to address and minimize conflicts, fostering a positive school environment.

2. **Graduation Rate:** The impressive graduation rate of 97% signifies effective support systems and academic programs that enable students to successfully complete their education.
3. **Community Support:** The robust engagement of community partners indicates strong relationships and collaboration, providing additional resources and opportunities for students and the school community.
4. **Parent and Community Perception:** High satisfaction levels among parents reflect a positive perception of the school's climate and culture, contributing to a supportive and welcoming atmosphere.
5. **Program Effectiveness and Student Experience:** The diverse pathways, endorsements, and dual credit options offer students a well-rounded educational experience, enhancing their learning opportunities and future prospects.
6. **Communication and Engagement:** Providing onboarding sessions and opportunities for parents to understand learning standards demonstrates a commitment to transparent communication and parental involvement.
7. **Teacher Perspective:** The sense of pride and belonging among teachers, coupled with support through professional development and PLCs, indicates a supportive work environment conducive to teacher success and student achievement.
8. **Stakeholder Engagement in Vision and Mission:** Active engagement in shaping the school's vision and mission suggests a shared sense of purpose and commitment among stakeholders towards common goals.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Parent involvement is minimal, outside of field trips and student performances.	Parents do not know the specific needs of the campus.
2 ★	64% of our teachers do not know when a threat assessment should be conducted.	Training has been limited in regards to conducting student threat assessments.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

For all students in reading, math, and science less than 35% of students were at Meets Performance Level.

Teacher capacity needs to be built in best practices to teach the standards at depth and complexity to build critical thinking skills, enabling students to apply their knowledge across diverse contexts..

2
★

Students identified in Special education consistently are the lowest performing student group.

There is a lack of a comprehensive approach for support. Support that includes providing adequate resources, training educators in evidence-based practices, setting high expectations, fostering inclusive environments, and promoting collaboration between general and special education programs.

3
★

64% of our teachers do not know when a threat assessment should be conducted.

Training has been limited in regards to conducting student threat assessments.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Federal Report Card and accountability data

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

- ☒ Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment 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
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ PSAT
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data
- ☒ State-developed online interim assessments

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
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ 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
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ 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
- ☒ Staff surveys and/or other feedback
- ☒ 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
- ☒ T-TESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate

- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data



Goals

Goal 1

All scholars will attain high academic standards, demonstrating proficiency or higher in reading/language arts and mathematics.

Performance Objective 1 High Priority HB3 Goal

For all students on the STAAR reading and math tests, 50% of students will perform at Meets Performance Level.

Evaluation Data Source: 1. Spring STAAR/EOC Results
2. NWEA MAP Growth data (BOY, MOY, and EOY)
3. mCLASS data
4. Bluebonnet
5. Interim Assessments
6. Unit tests
7. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

Strategy 1 Results Driven Accountability

Student data tracking will measure proficiency levels and progress measures.

Strategy's Expected Result/Impact: Increase awareness of student growth goals and achievement on STAAR assessments.

Staff Responsible for Monitoring: Campus Administrators and Instructional Coaches
Content Facilitators

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

November

January

March

June

Strategy 2 Results Driven Accountability

All courses will incorporate written short constructed responses and extended constructed responses questions into their instruction.

Strategy's Expected Result/Impact: Increase in STAAR results on short and extended constructed responses.

Staff Responsible for Monitoring: Executive Director of Curriculum and Instruction, Campus Administrators, Instructional Coaches
Content Facilitators

TEA Priorities: Build a foundation of reading and math

Formative Reviews

November

January

March

June

Goal 2 All EB scholars will develop English proficiency and meet or exceed grade-level expectations in reading and math.

Performance Objective 1 ☒ High Priority ☒ HB3 Goal

EB students will achieve a minimum proficiency level of 70% or higher on STAAR Reading and Mathematics assessments, aligned with grade-level expectations.

Evaluation Data Source: Spring STAAR/EOC results

Strategy 1 ☒ Results Driven Accountability

Progress will be monitored every Nine Weeks during PLCs, with data collected and analyzed to identify areas of improvement and inform targeted interventions to support EL students.

Strategy's Expected Result/Impact: Increase in students scoring Advanced/Advanced High on TELPAS

Staff Responsible for Monitoring: Campus Administrators, Instructional Coaches
LPAC Coordinator
EB Teacher Assistants

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Strategy 2 ☒ Results Driven Accountability

Implement differentiated instructional strategies tailored to the diverse needs of EB students

Strategy's Expected Result/Impact: Increase in students scoring Advanced/Advanced High on TELPAS

Staff Responsible for Monitoring: Campus Administrators, Executive Director of Languages other than English

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Goal 3

All scholars will be taught in core content areas (reading, math, science, and social studies) by certified teachers, who meet the state certification standards.

Performance Objective 1 High Priority

By the end of the academic year, 80% of scholars in core content areas (reading, math, science, and social studies) will be taught by certified teachers who meet state certification standards or teachers who are enrolled in an alternative certification program.

Evaluation Data Source: 1. Recruitment data

3. Retention data

4. End of the year program evaluation to assess the impact of federally funded strategies on campus performance objectives (CPOs).

Strategy 1 Results Driven Accountability

Conduct bi-annual audits of teacher certification documentation to ensure compliance with state certification standards.

Strategy's Expected Result/Impact: Continuous increase in the number of certified teachers at LPCA.

Staff Responsible for Monitoring: HR Manager, Superintendent

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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Strategy 2 Results Driven Accountability

Prioritize hiring certified teachers who meet state certification standards for core content areas, and develop recruitment strategies to attract qualified candidates.

Strategy's Expected Result/Impact: Increase in the number of effective teachers at noted by TTESS and TIA designations.

Staff Responsible for Monitoring: HR Manager, Campus Administrators

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 2: Strategic Staffing

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

Performance Objective 1

By the end of the academic year, 100% of scholars will be educated in learning environments that are safe, drug-free, and conducive to learning.

Evaluation Data Source: School Climate Surveys
Staff Perception Data
Discipline Data

Strategy 1

Administer surveys to students to assess their perceptions of safety and drug-free environments within the school, including feelings of security, prevalence of substance abuse, and awareness of support services available.

Strategy's Expected Result/Impact: Increase students climate, student motivation, reduce behavior problems and build a partnership with the community,

Staff Responsible for Monitoring: Campus Principals
Assistant Principal
Director of School Safety and Security
Counseling Team

Formative Reviews

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Strategy 2 Targeted Support Strategy Additional Targeted Support Strategy

Provide ongoing training and professional development opportunities for school staff on topics related to school safety, crisis intervention, and drug prevention strategies, ensuring that all staff members are equipped to respond effectively to safety and drug-related concerns.

Strategy's Expected Result/Impact: Increase and improve student safety and security.

Staff Responsible for Monitoring: Campus Director/Principal
Assistant Principal
District Safety & Security Director
Director of Community & Engagement
Counseling Team - Counselors

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Goal 5 Increase the percentage of students scoring at Meets Grade Level or Above on the SAT/ACT from 31% to 41%.

Performance Objective 1

Increase the percentage of students scoring at Meets Grade Level or Above on the SAT/ACT from 31% to 41%.

Evaluation Data Source: SAT/ACT Achievement data
TSIA
ASVAB

Strategy 1

Provide opportunities for scholars to explore various career pathways and postsecondary options through career fairs, college visits, guest speakers, and career exploration activities.

Strategy's Expected Result/Impact: Increase students' postsecondary preparation and options.

Staff Responsible for Monitoring: District Testing Coordinator
Campus Testing Coordinator
CCMR Facilitator
Counselor
Campus Principal
Assistant Principal

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 2

Offer college and career exam preparation courses, workshops, and resources to help scholars prepare for standardized tests such as the SAT and TSIA2.

Strategy's Expected Result/Impact: Improve student performance through Test preparation.

Staff Responsible for Monitoring: District Testing Coordinator
Campus Testing Coordinator
CCMR Facilitator
Counselor
Campus Principal
Assistant Principal
Content Teachers

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 3

Offer social-emotional learning programs and counseling services to address scholars' non-academic needs and promote their overall well-being, helping them navigate the challenges of transitioning to postsecondary education, careers, or military.

Strategy's Expected Result/Impact: Increase students' postsecondary preparation and options.

Staff Responsible for Monitoring: CCMR Facilitator
Counselor

TEA Priorities: Connect high school to career and college

Formative Reviews

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Goal 6 Legacy will foster a school climate that encourages family engagement in the education of all scholars.

Performance Objective 1

Achieve increased family engagement in the education of all scholars.

Evaluation Data Source: Parent Engagement Surveys
Family and Community Perception Surveys
Number of families/parents focus workshops
Rate of family participation in family events

Strategy 1

Administer parent satisfaction surveys at least twice during the academic year to assess perceptions of family engagement efforts and gather feedback on areas for improvement, with a target satisfaction rate of 80% or higher.

Strategy's Expected Result/Impact: Strengthen family connections and establish closer relationships

Staff Responsible for Monitoring: Campus Principals
Assistant Principals
Director of Family and Community and Engagement
District Community Liaison

TEA Priorities: Improve low-performing schools

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Strategy 2

Create partnerships with community organizations and resources to support family engagement efforts, such as offering parent workshops on topics like college readiness, financial literacy, and social-emotional learning, with data on participation rates and program effectiveness collected and analyzed.

TEA Priorities: Improve low-performing schools

Formative Reviews

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Strategy 3

Ensure that family engagement efforts are culturally responsive and inclusive of all families, including those from diverse cultural, linguistic, and socioeconomic backgrounds.

TEA Priorities: Improve low-performing schools

Formative Reviews

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State Compensatory Education

State Compensatory

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

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 36

Brief Description of SCE Services and/or Programs

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

Name	Position	FTE
Brown, Gilda	H. S. LOTE Teacher	1
Clark, Teresa	H. S. Dyslexia Teacher	1
Coleman, Jamal	H. S. CTE Teacher	1
Cooper, Tra'Van	H. S. Elective Teacher	1
Davenport, Shayn	H. S. ELAR Teacher	1
Davis, Lenzseia	H. S. Office Manager	0.5
Delgado, Mariela	H. S. Science Teacher	1
Deramus, Clara	H. S. Social Studies Teacher	1
Dews, Yolanda	H. S. Social Studies Teacher	1
Draper, Laura	H. S. Elective Teacher	1
Fernandez, Mishelle	H. S. EL-EB Teacher Assistant	1
Garcia, Veronica	H. S. SPED Math Tutor	1
Grimes, Micah	H. S. PE Teacher/Athletic Coordinator	1
Harris, Tiressa	H. S. Science Teacher	1
Hawthorne, Ruby	H. S. CTE Teacher	1
Hernandez, Katlyn	H. S. Duty Free Teacher Assistant	1
Leopold-George, Florence	H. S. Math Teacher	1
Malone, LaShonda	H. S. Dual Credit Teacher Assistant	1
Marroquin, Maria	H. S. SPED Teacher Assistant	1
Matic, Tomas	H. S. CTE Teacher	1

Mendez, Chandra	H. S. School Nurse	0.5
Nell, Angelica	H.S. CCMR Facilitator	1
Owuori, Peter	H. S. Math Teacher	1
Pineda, Yenis	H. S. Custodian	1
Ponce, Pillar	H. S. Front Desk Clerk	1
San Miguel, Heidi	H. S. SPED Teacher	1
Sanchez, Gilberto	H. S. Cafeteria Manager	1
Savala, Lyante	H. S. Elective Teacher	1
Traylor-King, La Toya	H. S. CTE Teacher	1
Vacant	H. S. ELAR Teacher	1
Vacant	H. S. ELAR Teacher	1
Vacant	H. S. SPED Teacher	1
Vacant	H.S. SPED Teacher Assistant	1
Vacant	H. S. Assistant Director	1
Vazquez, Sarah	H. S. PEIMS Clerk	1
Warren, Vashunda	H. S. Director	1
Zambrano, Amelia	H. S. Counselor	1