

**U.S. Department of Education**  
**2017 National Blue Ribbon Schools Program**

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[ ] Public or [X] Non-public

For Public Schools only: (Check all that apply) [ ] Title I      [ ] Charter      [ ] Magnet      [ ] Choice

Name of Principal Mr. Kevin Mosley

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Legacy Christian Academy Upper School

(As it should appear in the official records)

School Mailing Address 5000 Academy Drive

(If address is P.O. Box, also include street address.)

City Frisco      State TX      Zip Code+4 (9 digits total) 75034-1206

County Denton

Telephone (469) 633-1330      Fax \_\_\_\_\_

Web site/URL http://www.legacyca.com      E-mail kevin.mosley@legacyca.com

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. William McGee      E-mail bill.mcgee@legacyca.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Legacy Christian Academy      Tel. (469) 633-1330

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Robert Copple  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## PART I – ELIGIBILITY CERTIFICATION

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1. The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2011 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2012, 2013, 2014, 2015, or 2016.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
10. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
11. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- Elementary schools (includes K-8)
  - Middle/Junior high schools
  - High schools
  - K-12 schools
- TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	44	38	82
10	47	34	81
11	27	42	69
12 or higher	35	37	72
<b>Total Students</b>	153	151	304

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 4 % Asian
  - 2 % Black or African American
  - 5 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 83 % White
  - 2 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2015	311
(5) Total transferred students in row (3) divided by total students in row (4)	0.029
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):  
Mandarin, Spanish, Haitian Creole

English Language Learners (ELL) in the school: 3 %  
10 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %  
Total number students who qualify: 0

8. Students receiving special education services: 9 %  
28 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 1 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 0 Other Health Impaired
- 27 Specific Learning Disability
- 0 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers including those teaching high school specialty subjects	20
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	18
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	2
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 12:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	98%	98%	97%
High school graduation rate	100%	100%	100%	100%	100%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

<b>Post-Secondary Status</b>	
Graduating class size	85
Enrolled in a 4-year college or university	94%
Enrolled in a community college	5%
Enrolled in career/technical training program	1%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No
- If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

LCA provides a college preparatory education balanced in academics, athletics, and fine arts within a Christian community, equipping strong leaders with biblical convictions for tomorrow.

## PART III – SUMMARY

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Located in the heart of fast-growing Frisco, Texas on a 15-acre site, Legacy Christian Academy (LCA) was founded to serve families in the North Dallas area. Early Elementary (Pre-K-K), Lower School (K-4) and Intermediate School (5-8) attend classes on the south side of campus. Upper School (9-12) opened a separate north campus in January of 2012. The LCA Upper School, opening its final building phase in February of 2017, now consists of thirty classrooms including four science labs, a digital arts lab, an art room, a choir suite, a band suite, a black-box theatre and a stage production workshop. In addition, the facility houses a 650-seat, fully equipped auditorium for assemblies, productions, concerts and chapel services. Collaborative learning spaces are available which include a learning commons/library, cafeteria commons, quiet commons, four student-accessible conference rooms with monitors and an outdoor courtyard. Athletic facilities include two gymnasiums, football/soccer field, field house, baseball field and softball field. Current enrollment for the Academy is 911 students with 304 enrolled in the Upper School. LCA is predominantly Caucasian, which is consistent with the community, and serves highly educated, upper-middle income families. Since 1999, LCA has provided a college preparatory education balanced in academics, athletics, and fine arts within a Christian community to equip strong leaders with biblical convictions for tomorrow. This mission is accomplished in the Upper School through positive, mentoring relationships with committed Christian teachers who daily teach God's truth.

Over the years, the LCA Upper School has adopted several mission-supporting traditions. For almost fifteen years, the senior class has taken a leadership retreat to a camp facility in the Hill Country of south Texas during which relationships are strengthened and senior leadership strategies are developed. To counter an affluent culture that can too easily promote self-indulgence, the Legacy Service Organization was founded in 2009 to provide students and families an opportunity to lead in helping less-fortunate persons in our community. With a philosophy of relationship-based service, LCA has established long-term partnerships with Buckner International for orphan and foster children, Cornerstone Ranch for mentally challenged adults, Cornerstone Baptist ministries for the homeless and the Frisco Flyers, a Special Olympics team. Students have the opportunity to participate in yearly mission trips to serve and minister to others. Students may attend a Costa Rica mission trip or an in-state trip to McAllen, Texas. In 2014, an international student program was established to foster a global perspective for students and assist them in developing multi-cultural relationships. In 2007, the Upper School began offering yearly trips to Europe to to strengthen global education and these trips correlate to the history curriculum. Students also take the lead in a house-system organization called "Families" consisting of campus-wide community groups. These groups strengthen mentoring relationships as LCA Upper School students implement field days, homecoming events, pep-rallies, reading groups and service projects. Students direct the planning and implementation of campus events such as Homecoming, chapel services, Thanksgiving Feast, and Welcome-Back Week. Every other year, students organize a weeklong conference for spiritual formation called Revive Week. These traditions enable the Upper School to train students in a servant-focused and relational-based leadership style as modeled in the person of Jesus Christ.

Mentoring relationships drive the educational process of LCA's Upper School. A strong liberal arts faculty seeks to disciple students by teaching God's truth in an academically challenging culture while modeling a Christ-centered life before them. The Legacy Learning Center (LLC) for students with learning differences makes these academic goals viable for all students. Recognizing the value of a well-rounded approach to education, students freely participate in performing arts and athletic teams as a core part of the educational process. Students also participate in an advisory group with a teacher for their entire high school career. These groups of 10-12 students meet weekly to discuss academic, personal and spiritual goals in their lives. Advisors play a vital role in providing emotional, spiritual and academic support for students. The college-advising program develops relationships with families and students beginning in the 9th grade. Annual meetings with students and parents provide exhaustive information about the college application process. During the junior year, a personal in-depth interview serves to develop a detailed plan of action for each student based on comprehensive testing results, career inventories, strengths analysis and surveys. In 2015, 100% of all senior students met an early-application deadline for a college.

The Upper School at LCA strives to create partnerships with strong, Christian community leaders in various

career fields. These relationships are fostered through student-led academic clubs such as Club Med, Robotics, Debate, Mock Trial, and Entrepreneur Club. Symposiums, guest lectures, chapel speakers, competitions and internships provide real-world application of God's truth in the workplace utilizing effective 21st century skills.

The foundation for all students at Legacy remains their personal relationship with Jesus Christ. At LCA, our core values are: to love students without exception, to be Christ-centered without apology, and to be academically challenging without excuse. We continually strive for effective life discipleship through mentoring relationships in a college-prep, Christian community.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

At LCA Upper School every student is exposed to a rigorous curriculum requiring twenty-eight credits for graduation. Our breadth of requirements is also paired with three levels of rigor. The Upper School offers college prep classes, as well as Pre-AP (Advanced Placement) classes, and AP/ Dual Credit classes. While engaging in this demanding curriculum with high academic standards, students are also encouraged to apply their knowledge beyond the classroom with the ultimate aim at developing students as “whole citizens.”

The English language arts program connects students with the great works that have shaped Western civilization from its roots to modern day. This is accomplished in a well-balanced approach to reading, writing, intensive research, and vocabulary, which allows students to master 1,500 collegiate-level words. Reading includes classic nonfiction texts, essays, historical documents, poetry, fictional short stories and acclaimed novels. In the 9th and 10th grade Western Civilization course readings align with the history curriculum to enrich the understanding of historical periods studied at each grade level, such as freshmen analyzing literary heroes in Greek and Roman literature while they investigate Greek and Roman historical leaders in their history curriculum. A variety of writing assignments and presentations cover expository, argumentative, narrative, and analytical writing styles while encouraging students to grapple with issues of integrity, accountability, and Biblical truth. In the 11th and 12th grades students study American or British Literature or can choose to take the more rigorous AP Language or Literature courses. Students master the use of scholarly research, culminating in an upper-level paper including the progression of the American Dream from classic literature to contemporary society.

In mathematics, each student begins with Algebra I and then works sequentially through Geometry and Algebra II with the option to continue further in Pre-Calculus, Calculus, Algebra III, and dual-credit College Algebra. Each student benefits from differentiated learning through enrichment activities with the use of projects and hands-on activities such as developing unique pictures using linear equations in Algebra, designing putt-putt golf courses and manipulating 3D images in Geometry, and developing budgets and real-world math skills in College Algebra. The mathematics curriculum culminates in upper-level papers requiring students to integrate their mathematics skills with knowledge gained in theology and language arts as they explore the influence of past mathematicians on contemporary society and the divine origins of mathematical principles.

Science students are required to take foundational courses in Biology, Chemistry, and Physics with a fourth upper-level elective course in AP Biology or Chemistry, Engineering, Anatomy and Physiology, or Forensics. Each includes extensive use of laboratory exercises and special projects and includes the use of state-of-the-art technology and equipment. Science students relate course material to real world situations and are encouraged to apply their knowledge through building bridges and theme parks, using forensic techniques to solve mock homicides, and designing rockets for the annual physics rocket launch. Through these activities, students learn that the ultimate result of studying science and engineering is to reduce human suffering by discovering the scientific principles and creating the technology and devices that benefit society and improve the human condition. Studying science and engineering gives students the opportunity to improve the daily lives of their nation’s citizens.

Social studies students study early Western Civilizations, United States History, Economics, and Government. These courses focus on using primary sources to discover the evidentiary foundations of the world’s past. Students explore such topics as the emergence of democracy, the relationship between individual and society, and the citizens’ rights and responsibilities. Upperclassmen focus on becoming voting citizens and an active contributor to the community. Students develop an understanding of the branches of government, politics, party systems, and the election process, applying this knowledge through debates on current events. Eligible seniors take a field trip during early voting to exercise the privilege of voting. Students also interact with a variety of speakers, including congressional representatives, war veterans, and the Attorney General and Lieutenant Governor of Texas. Economics provides students with a firm foundation in the social implications of our economic system, ending with a semester-long stock

market project that guides students in making their own economic decisions as future citizens.

Upper School students are encouraged to take their knowledge beyond the classroom. Students participate on the Frisco Mayor's Student Advisory Council, Congressman Sam Johnson's Student Advisory Council, the American Legion Speech Contest, National Day of Prayer, and daily recitations of the Pledge of Allegiance. Civic education becomes real to the students as they see firsthand the importance of civic engagement at every level: national, state, and local.

Legacy's curriculum supports college and career readiness through mission prioritization and alignment with ACT's empirically based College Readiness Benchmarks. The Upper School utilizes a variety of educational programs to assist students in college preparedness. All 9-12th grade students take retired ACT tests through Cambridge Educational Services to allow instructors to assess instructional skills. Legacy also provides Naviance College and Career Software for all students to assist with college research, college applications, and test preparation. All juniors also take the 2-hour YouScience career assessment that gives students feedback on careers that align most specifically with their abilities and interests.

## **2. Other Curriculum Areas:**

The Fine Arts department offers support and training in vocal music, instrumental music, theatre arts, and visual arts, through on-level and advanced electives. Students learn to express themselves through performances at concerts, dramatic productions, and art displays as well as competitions. Texas Music Educator's Association, Texas Private School Music Educator's Association, Association of Christian Schools International, Texas Association of Private and Parochial Schools, Young American Talent, and Celebrating Art are some of the contests in which students have successfully competed. Although 2 fine art credits are required for graduation, 60% of current Juniors and 84% of current Seniors are continuing artistic pursuits. Additionally, all LCA students are invited to audition for a bi-annual, school-wide musical, with past productions including: Annie, Seussical, and Peter Pan this year.

LCA believes that the athletic arena serves as a learning laboratory, recognizing and teaching the importance of an active lifestyle. The development of students in both the athletic arena and the classroom plays an integral part in the overall education of a student, as demonstrated by our 100% participation rate in at least two semesters of physical education/athletics. Fielding 35 teams through 14 individual sports, it is the belief of LCA's state championship winning athletic department that through competition, individuals are placed in situations that reveal self-discipline and accountability. While lessons learned through sports do not guarantee success in life, it is the goal of LCA Athletics that students gain life-skills from their athletic endeavors.

Legacy Christian Academy Upper School is in compliance with the program's foreign language requirements. The entire student body completes a minimum of two years in Spanish or Latin, with opportunity for an additional two years of advanced study. In addition to normally scheduled classes, students are offered a weekly 80 minute block class in which they practice their linguistic ability extensively, enjoy group activities where they can improve their interpersonal communications skills, and share in oral and written exchanges. In Advanced Latin, students engage with Latin poetry and prose from multiple periods in order to deepen their awareness of Roman social, political, and philosophical thought. The AP Spanish Literature course aims to be interdisciplinary in that it incorporates music, art, film, and other cultural products, providing students the opportunity to explore the major works of literature in all genres: short stories, drama, novels, essays, and poetry.

The Upper School employs a 1:1 Student Laptop program, which allows students to have continual access to technology and provides opportunities to further their technological literacy inside and outside of the classroom. Teachers educate students on effective online search practices and work to develop high-level research skills with access to online library databases such as Grolier, EBSCO, and World Book, while also encouraging students to create dynamic presentations with tools like Microsoft Powerpoint, Prezi, and iMovie. Additionally, students have the opportunity to further their technological knowledge by taking an Audio Visual Design or Computer Science elective class. All students are trained in the use of Schoology,

an interactive learning management system, online textbooks, and Google resources including Google Drive, Docs, Sheets, Forms, and G-mail, with a personal school email account for every student to promote more effective digital communication.

Students are also required to take a semester credit speech class. This class, modeled after an introductory college speech class, uses a college-level text, concentrating on three themes: persuasive speaking, informative speaking, and career readiness. Students present two speeches, submit a resume, participate in a mock interview, complete a LinkedIn profile and become proficient in best practices for business etiquette.

The Bible curriculum at LCA has the twin goals of introducing students to the key philosophical and theological texts of the Western canon while cultivating a dynamic spiritual life among the student body. Each student begins his or her studies with Historical Theology. Here, students gain familiarity with key events, debates, and figures in the history of the church. Likewise, all students progress to Worldviews—a course that approaches history through the lens of the “great ideas” which gave rise to the myriad of cultures with which we interact not only in the Bible department, but in the entire LCA curriculum. In Apologetics, students engage with the classical arguments for God’s existence. Students learn the absolute best justifications for theism and atheism; such that one can engage thoughtfully and honestly with those of opposing views.

### **3. Instructional Methods, Interventions, and Assessments:**

The priority of the academic mission of the Upper School is to offer a college preparatory curriculum and meet the diverse and individual needs of all students through various assessments, instructional methods, and interventions. The faculty trains often regarding the implementation of differentiated instructional practices and utilizes many technology resources to connect in diverse ways with students.

instruction to provide intervention for students.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

High standards, positive expectations and relationships are essential in engaging and motivating students in Upper School. Small student-teacher ratios enhance the productivity of classroom instruction and the ability of teachers to motivate students based on personal relationship. Technology is leveraged to foster academic engagement. Students participate in extracurricular clubs such as Robotics, Legacy Service Organization (LSO), ClubMed, Mock Trial, Debate Team, Student Activities Leadership Team (SALT), Legacy Eagles Electronic Department (LEED), National Honor Society (NHS), and Worship Team. The end of year award ceremony celebrates course achievements of students, including special recognitions such as ACT success, National Merit, NHS and Texas Association of Private and Parochial Schools (TAPPS) awards. Social engagement and emotional well-being are both predictors of academic success, and Upper School implements strategies that foster relationships between students, families and the school faculty. School walls are covered in student artwork and photo posters of students performing, playing, studying, and helping others. Students are welcomed daily to school by smiling administrators and teachers. Lower School homerooms “buddy” with Varsity Football players and cheerleaders and are visited by Upper School Buddies twice a month fostering a sense of relationship with younger classmates. Upper School athletic events, ceremonies and fine arts performances are highly valued social gatherings for students and families, and teachers regularly attend with their own families. Weekly chapel services provide an opportunity for corporate worship and feature regional pastors and community leaders that expound upon Biblical teaching. These speakers provide real world examples of Christian Leadership. Legacy is a school that students enjoy attending and is a school where teachers enjoy working. LCA was named a national “Best Christian Workplace” for 2012-13 based on teacher survey responses. Upper School teachers and staff meet with the other school divisions monthly for a catered lunch where birthdays, successes and compliments are publicly shared by the Academy Headmaster with the group. Teachers are treated as respected professionals through appropriate autonomy, quality professional development with significant budget support and teacher choice, and minimal non-teaching duties. Teachers are also encouraged to seek out professional development and are compensated for conferences and further education. Teachers receive notes from Moms in Prayer letting them know they were prayed for by name. The Parent-Teacher Fellowship (PTF) bestows a token of gratitude to teachers almost monthly. Every other week, teachers gather for devotions and Bible study. Open, two-way communication between administration and faculty is facilitated by regular weekly meetings.

### 2. Engaging Families and Community:

The LCA Upper School is committed to providing a school where families and students can be actively engaged in the local, national and international community. This work is most evident through Legacy Service Organization (LSO). LSO is an Upper School student club providing projects for the whole family with service partners that are appropriate for developing and practicing Christian compassion, empathy, patience, and philanthropy. Community outreach extends far beyond the city of Frisco where the school is physically situated. Families and students engage locally, nationally and internationally to develop a global perspective and a social conscience. Upper School families serve the local community of Frisco through the Frisco Flyers Special Olympic Team, Frisco Independent School District outreach programs, and the Frisco Family Services Food Bank. As the only private Upper School in Frisco, students and families are deliberate in showing support and partnership with local community outreach programs. Other partners in the greater Dallas area are Buckner International, Cornerstone Baptist Homeless Ministries, Scottish Rite Hospital and Cornerstone Ranch home for disabled adults. Upper School students provide birthday boxes, Christmas presents, meals, food drives, and parties to “adopted” children in these ministries as well as host special needs and less fortunate students on campus for football games, pizza parties, and basketball games as a way to have students interact directly and make a difference with their compassion and time. Upper School families are able to go as a family to serve the homeless at Cornerstone Baptist Church preparing meals. Upper School students also have the opportunity to serve nationally through short-term missions through Buckner to McAllen, Texas. On this trip students make beds for families and put on a children’s Bible program. The senior class also has the opportunity to travel to Passion, which is a multi-day

conference for high school seniors and college students where LCA seniors make lifelong connections with church leaders and peers. The Upper School provides opportunities for students to develop a global perspective and allows them to personally impact the world through mission trips to Costa Rica, serving in orphanages, senior centers and partnering with Maná Church. Service partnerships are established through a very deliberate process to ensure that they meet school goals for encouraging a mindset of lifelong service. Also right within the school community families and students join together to celebrate Friday Night Lights, 5th Quarter meals, musical and drama productions, choir and band programs, Homecoming and Veteran's Day parades and many other school activities. All these opportunities work together to develop and grow a sense of community within in the school that overflows into the lives of those around the school.

### **3. Professional Development:**

At LCA Upper School, staff development and professional growth are not only expected but also eagerly anticipated by faculty and staff. The Upper School Principal prepares in-service training each year according to the goals set for the coming school year. Technology, curriculum alignment, Biblical worldview, writing quality assessments, differentiated instruction, interpretation of data for appropriate grade level instruction, student cultural trends, and standardized test analysis are examples of recent training topics. Faculty and staff attend monthly on-campus training determined by these campus goals. The budget has dedicated \$1570 per faculty member for professional training. Each year, all new teachers are involved in a dedicated in-service week that is devoted to “Love and Logic” classroom management training and Biblical worldview development. Upper School faculty meet individually with the principal every spring to determine professional strengths and weaknesses, including personal and professional goals. To meet these personal goals, faculty and staff are guided in choosing professional development initiatives for the upcoming school year. Faculty are allowed three professional days to attend training and the principal can approve more if needed. Training regularly includes master teacher observations on and off campus, as well as local and national workshops including AP training and writing workshops for differentiated instruction. The theology faculty travel to study at Cambridge, England nearly every summer. Faculty pursues development not only in subject areas of teaching, but also in the practice of teaching such as technology integration and teaching strategies. Technology is a focus in the Upper School, and so is technology training. Three years ago the faculty invested a week at the International Society for Technology in Education conference, immersed in the combination of education and technology. Faculty is encouraged to share their experiences and what they have learned with their teaching colleagues. Student outcomes are also a tool used to analyze the type of training needed by teachers. This year the Upper School on-campus training has included data analysis from prior Cambridge Assessments to better evaluate student performances and inform instruction in the classroom. Commitment to professional development of faculty and staff remains a foundational distinction for the Legacy Christian Academy Upper School.

### **4. School Leadership:**

The leadership of Legacy Christian Academy is shared by a seven-member board of directors and the administrative staff of the school that is comprised of the headmaster, three principals, and an executive leadership team. The board of directors purposely limits its authority and responsibilities to governance matters. By design and practice, the board stays out of day-to-day operations, focusing instead on strategic and financial matters such as setting broad educational policies, interpreting the school's mission, and ensuring that programs and activities are adequately funded to achieve that mission. The headmaster is the board's sole employee serving as the chief executive officer charged with overseeing the curriculum, programs, and activities of all divisions of the school. The headmaster, in turn, delegates leadership responsibilities to members of his executive leadership team, which includes three principals who are the instructional leaders of their respective divisions.

As instructional leader, the Upper School principal recruits, evaluates, and supervises all faculty and staff in the division. The principal is assisted by a team of administrators and department chairs who have assigned roles in managing the day-to-day operations of the Upper School. This decentralized leadership structure facilitates collaborative decision-making and promotes a sense of efficacy among all stakeholders.

Topics addressed by the Upper School leadership team include evaluating the effect the daily schedule has on student stress and performance, determining the role of technology in the classroom, and identifying aspects of the curriculum that foster the five 21st century skills of critical thinking, collaboration, communication, creativity, and character. The Upper School leadership team also plans and implements the division's professional growth plan by identifying needs among the faculty and designing professional development activities to address those needs. In addition, the team analyzes the results of standardized testing to ensure that students are college-ready and relative deficiencies are identified and addressed.

Furthermore, the Upper School principal involves students and parents in the evaluative process. The principal meets monthly with a cross-section of students who comprise the Principal Advisory Council. These meetings allow the students to provide feedback on student-related issues and to suggest changes in policies and procedures that would improve the quality of student life. Upper School students are also given the opportunity to complete a teacher survey to provide valuable feedback to the classroom teacher. Regular parent surveys are also administered to solicit feedback on the effectiveness and value of various programs and services.

## PART VI – STRATEGIES FOR ACADEMIC SUCCESS

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The LCA Upper School focuses on creating successful mentoring relationships between students and quality teachers in a college-prep, Christian community. The Upper School fosters relationships that demonstrate that every student matters. It is the Upper School's purpose to help students mature and reach their full potential. The one practice that informs LCA and is the foundation to the mission and objectives is that relationships are central to student success and emotional growth. Student development and engagement are the priority when curriculum, schedules, course offerings, and additional services or programs are evaluated. The Upper School offers rigorous academics and is able to go deeper into the curriculum by strengthening relationships between students and teachers. We offer different levels of course rigor so that students can consistently challenge themselves further balancing learning with success. The Upper School faculty loves teaching and working with students. They teach at LCA because they want to teach in an environment where they feel empowered to mentor students and develop relationships with them. LCA offers the LLC as a resource to assist those students with learning differences who need further differentiation or accommodation.

## PART VII – NON-PUBLIC SCHOOL INFORMATION

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1. Non-public school association(s): Christian

Identify the religious or independent associations, if any, to which the school belongs. Select the primary association first.

2. Does the school have nonprofit, tax-exempt (501(c)(3)) status?      Yes X      No

3. What is the educational cost per student?      \$13583  
(School budget divided by enrollment)

4. What is the average financial aid per student?      \$3870

5. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?      10%

6. What percentage of the student body receives scholarship assistance, including tuition reduction?      44%

**PART VIII – ASSESSMENT RESULTS FOR NORM-REFERENCED TESTS**

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**REFERENCED BY NATIONAL NORMS**

**Subject:** Math  
**Edition/Publication Year:** 2016

**Test:** ACT  
**Publisher:** ACT, Inc.

**Grade:** 12  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Jun
<b>SCHOOL SCORES</b>	
Average Score	25.26
Number of students tested	85
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**

**REFERENCED BY NATIONAL NORMS**

**Subject:** Reading/ELA  
**Edition/Publication Year:** 2016

**Test:** ACT  
**Publisher:** ACT, Inc.

**Grade:** 12  
**Scores are reported here as:** Scaled scores

School Year	2015-2016
Testing month	Jun
<b>SCHOOL SCORES</b>	
Average Score	27.99
Number of students tested	85
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	
<b>SUBGROUP SCORES</b>	
<b>1. Other 1</b>	
Average Score	
Number of students tested	
<b>2. Other 2</b>	
Average Score	
Number of students tested	
<b>3. Other 3</b>	
Average Score	
Number of students tested	

**NOTES:**