



# LEGACY PREP CHARTER ACADEMY MESQUITE WEST CAMPUS

T-STEM Renewal Application

2021-2022

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# Background

## District Affiliation

LEGACY PREPARATORY

CD #: 057846

Region: 10

Mailing Address (Line 1): 9441 LBJ FREEWAY STE 101

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75243

## School Affiliation

LEGACY PREP CHARTER ACADEMY MESQUITE WEST CAMPUS

CDC #: 057-846-001

Region:

Mailing Address (Line 1): 9441 LBJ FWY STE 101

Mailing Address (Line 2):

City, State, Zip: DALLAS, TX 75243

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## Academy Information

**What is the academy name?**

Legacy Preparatory Charter Academy

**Which model does the district intend to implement at this time? Within these models, there are variations.**

School-Within-School: Other Grade Levels - All students enrolled in grades 6-12 or grades 9-12 are enrolled in the academy but other grade levels exist on the campus (such as grades K-5)

## Grade Levels Served

**What grade level(s) will your academy plan to serve in the 2021-2022 school year?**

6  
7  
8  
9  
10  
11  
12

**Enter the number of students that you plan to serve in 6th grade.**

115

**Enter the number of students that you plan to serve in 7th grade.**

115

**Enter the number of students that you plan to serve in 8th grade.**

120

**Enter the number of students that you plan to serve in 9th grade.**

111

**Enter the number of students that you plan to serve in 10th grade.**

73

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Enter the number of students that you plan to serve in 11th grade.

68

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Enter the number of students that you plan to serve in 12th grade.

63

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# Contacts

## Applicant

### Applicant 1

#### Job Title

STEM Director

#### Name Prefix

Mr

#### First Name

Scott

#### Last Name

Townsend

#### Email

stownsend@legacypca.com

#### Phone

4692491099

## Principal

### Principal 1

#### Name Prefix

Mr.

#### First Name

Javier

#### Last Name

Chaparro

#### Email

jchaparro@legacypca.com

#### Phone

4692491099

## Superintendent

### Superintendent 1

**Name Prefix**

Dr.

**First Name**

Rebecca

**Last Name**

Good

**Email**

bgood@legacypca.com

**Phone**

4692491099

# Narratives

Current Designations at LEGACY PREPARATORY:

- LEGACY PREP CHARTER ACADEMY MESQUITE WEST CAMPUS - T-STEM - 1516
- LEGACY PREPARATORY CHARTER ACADEMY PLANO - T-STEM - 1415

Previous Planning Year Applications at LEGACY PREPARATORY:

## Narratives

The majority of the following questions will be narrative response. Narrative responses are limited to a maximum of 250 words. We recommend writing your responses in a text-editing software such as Microsoft Word and then pasting your responses into the website when they are complete. Progress to the next section when you are ready.

# Narratives: Degrees and Credentials, Recruitment and Enrollment

## Degrees and Credentials

**Select the Career Cluster(s) that your academy plans to offer in 2021-2022.**

Business Marketing Finance  
Health Science  
Information Technology

**Select the Program(s) of Study your academy plans to offer in 2021-2022.**

Business Management

**Select the Program(s) of Study your academy plans to offer in 2021-2022.**

Health Informatics

**Select the Program(s) of Study your academy plans to offer in 2021-2022.**

Information Technology Support and Services

**Which of the following credential(s) does the academy plan to offer students in 2021-2022 school year?**

IC

**What industry certifications does the academy plan to offer?**

Item

Certified Coding Associate

**Does the IHE partner currently have an articulation agreement with a four-year IHE detailing how a student's associate degree and accrued credits could lead to a baccalaureate degree?**

No

## Recruitment and Enrollment

**Describe any changes in established plans for recruitment and enrollment process that meet open enrollment requirements.**

In addition to our established recruitment and enrollment processes, we will add the component of a state-wide virtual school to our district. This will allow for a wider geographical area for attendance that we plan to incorporate into our T-STEM schools. Additionally, we are increasing our efforts to serve the needs and retain middle school students who may have left our schools for traditional ISDs and traditional high school experiences.

## Narratives: Strategic Partnerships: IHE, Strategic Partnerships: Business Partner

### Strategic Partnerships: IHE

#### **IHE Partner 1**

##### **Affiliation**

Dallas College

##### **Name Prefix**

Dr.

##### **First Name**

Shawnda

##### **Last Name**

Floyd

##### **Email**

shawndafloyd@dcccd.edu

##### **Phone**

214-378-1500

##### **Job Title**

Provost, Dallas College

**The T-STEM academy shall have strategic partnerships with business and industry partners and Institutions of Higher Education (IHEs) that are formally articulated in writing and clearly define a variety of STEM careers.**

**Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirement:**

**Curriculum alignment and courses of study, which enables a student to combine high school courses and college-level courses to earn either an associate degree, postsecondary certificate provided by an IHE, or industry certification.**

We value our partnership with Dallas College. Looking forward, we seek to improve our crosswalk and curriculum alignment with our IHE, and Dallas College has offered to assist us in several areas to ensure better alignment. Our district offerings of courses leading towards industry certifications can grow, and we are investigating additional avenues with Dallas College that may lead towards even more students earning industry certifications. For the 2021-2022 school year, we will build upon our relationships with our IHE, as this is an area on which our district can improve. While a few of our students earn associate's degrees during high school, the majority of our students do not. To accompany our existing medical billing and coding, we seek to add some new industry certifications. Currently, our students complete the medical billing and coding in-house and without the support of our IHE. We have recently added coursework to lead towards IT certifications and we would like to offer a wider variety of courses that lead towards industry certifications in the near future. Dallas College has mentioned other certification possibilities which may include our students taking courses on one of the IHE's campuses, and we are still investigating this possibility and are evaluating the feasibility for both partners, transportation issues to and from their college, and any other scheduling issues. This holds great promise for us.

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**Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Policies for: 1) advising students on the transferability of all college credit offered and earned, 2) ensuring the IHE transcripts college credit earned through dual credit in the same semester that credit is earned, 3) advising students as to the transferability and applicability to baccalaureate degree plans for all college credit offered and earned (college credits earned during high school should allow students to progress from an associate degree to a bachelor's degree and beyond in their chosen field), 4) students accessing the IHE facilities, services and resources**

Representatives from a Dallas College campus will support Legacy Preparatory by hosting information nights to promote the Dual Credit program, assist with understanding how to schedule classes, role of SAT, PSAT and STAAR, and the importance of maintaining good grades and study habits. In addition to discussing the components of the dual credit program, the members of the college meet with the juniors and seniors to discuss FAFSA and how it will benefit them when they apply. Students also learn about transferability of credits, including for which courses the credits will apply to a future baccalaureate degree, and which courses transfer to other universities in Texas. When our students enroll in Dallas College, they are taking their first steps in the correct direction. To aid that process, we are investigating taking our students to the college campus for an orientation meeting to better become acquainted with the college. Our students will benefit from a tour of the campus and such activities will enhance the college experience for them while they are still enrolled in high school. It is one of our goals for our students to feel comfortable in the college setting as they make plans for after high school. Our IHE also supports the campus by discussing the requirements of TSI and communicating at least monthly with the school counselor. Students in ninth through twelfth grades have accepted the challenge of participating in the program, and the Academic Advisors at the college have assisted the students with their academic

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**Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Transportation costs and fees including provisions for discontinuing operation while ensuring students previously enrolled will have opportunity to complete their course of study.**

Neither our school nor our articulation agreement has a provision for transporting our students. One area into which we are looking is better utilizing public transportation or family carpools to connect with the Dallas College campuses. Public transportation usage is outside and separate from our agreements with

our IHE, although this would assist some of our parents and students. The articulation agreement does not address our transportation to or from campus. What is covered, however, is the possibility of the IHE sending a professor to our school if our enrollment numbers in certain courses are high enough. We do have teachers on campus who currently teach at the college level and we actively recruit and attempt to hire qualified adjunct professors, with the decision of teacher qualification in this role lying with Dallas College. Hiring personnel qualified as adjunct professors has proven quite a challenge, and we expect this issue to continue as we look towards the 2021-2022 school year and beyond. In conversations with Dallas College, as well as with other IHEs during meetings or conferences, hiring adjunct-qualified personnel appears to be a common issue for school districts and, in many cases, is also an issue for the IHEs.

**Describe how the IHE articulation agreement addresses the following IHE Blueprint Requirements: Data sharing agreement that includes provisions for teacher data such as qualifications and student level data such as credit hours taken and earned, GPA, formative data to assess if student is on track for college readiness**

We will share data, as appropriate and in accordance with FERPA, 34 CFR 99.34(b), between our school district and Dallas College. To date, we communicate with the students to share with us their data in terms of college grades, progress and credits earned. We are moving towards using MAP (Measure of Academic Progress) scores to assist with TSI readiness. As we discover the reliability of the MAP assessment as a predictor for TSI readiness, we will share our findings with our IHE partner next year. We will actively share teacher qualification data as it relates to our newly hired faculty being considered for positions as adjunct professors.

## Strategic Partnerships: Business Partner

### Business/Industry Partner 1

#### Affiliation/Company

New York Life

#### Job Title

Agent

#### Name Prefix

Mr.

#### First Name

David

#### Last Name

Baird

#### Email

rbaird@ft.newyorklife.com

#### Phone

972.746.1318

**Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Clear roles and responsibilities for work site supervisors, mentors, teachers, support personnel, and other partners.**

The Industry Partner will support the campus through school visits, bringing unique programs and enhancing our Project Based Learning experiences on the campus, and participation in annual T-STEM Advisory Board meetings. We will be partnering with the Industry Partner on work-based learning opportunities and potential scholarships for our scholars. Our practices and policies for work-site visits will be revised for the 2021-2022 school year. The roles and responsibilities are clear for all parties involved, and the component on which to improve involves student behaviors when on-site. We also have clear roles for on-site WBL experiences outlined in our WBL/capstone handbook. COVID-19 has changed our plans for relying on-site WBL experiences and we are improving our virtual WBL experiences.

**Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Support for students' activities, such a clubs, Career and Technical Student Organizations, competitions, and special invitations.**

Our business partners currently support our organizations, clubs, competitions and activities by providing give-aways and door prizes. In fact, we also gather such support from businesses who aren't our official partners. The area we will address for next year is with personnel and expertise; we still seek new partners who can assist with students in our clubs and CTE programs. We are adding an esports team next year, which will include computer maintenance component, and are recruiting a business partner to assist in that area. Dependent on Facilitator availability, the following STEM opportunities are open to interested scholars: Coding Club eSports Robotics Club Chess club Science Fair and MathCon Competitions STEM Summer Camp Science Camps for Second Language Learners Medical Billing and Coding certification

**Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Student access to business and industry partners and work-based learning facilities, services, and resources.**

Our business partners are all in the business side of the work sector, and we are seeking to expand our Work-Based Learning (WBL) opportunities in health-related, and IT fields. We will offer WBL opportunities with our district IT department, and are ordering hardware, software, and supplies to prepare for that partnership next school year. For students interested in the health field, we will work with our nursing staff until we secure a better partnership with a local health facility. Legacy Preparatory Charter Academy offers the following pathways, mainly through a Project-Based Learning environment: -Information Technology (Business and Industry Endorsement) through the courses below Principles of Information Technology Telecommunications and Networking Web Technologies Digital and Interactive Media -Health Science (Public Services Endorsement) through the courses below: Principles of Health Science Health Science Medical Microbiology World Health Research -Business Management and Administration (Business and Industry Endorsement) through the courses below: Principles of Business, Marketing, and Finance Business English Business Law Business Management Elective courses help to broaden the depth of concentration. These courses include: Virtual Business Global Business Digital Art and Animation

**Describe how the Business/Industry articulation agreement addresses the following Business/Industry Blueprint Requirements: Transportation fees and costs.**

Our business partner will supply their own transportation costs, and our student transportation costs will be provided by our school district. With this in mind, activities have typically occurred in our school facilities and this is an area we have plans to change for 2021-20212 While we would certainly accept financial support from our business partners for transportation costs, we prefer the benefit of their human resources

to share their expertise and experiences with our students.

# Narratives: Regional Workforce Alignment, Work-Based Learning

## Regional Workforce Alignment

List the regional high-demand occupations your academy intends to address through selected program(s) of study and work-based learning.

### Regional High-Demand Occupation

General and Operations Managers, Marketing Managers, Registered Nurse, Medical Records and health Information Technicians

## Work-Based Learning

Complete the activity tables below illustrating the work-based learning activities that your academy plans to offer students at each grade level. Please ensure the activities are STEM focused.

Add up to three activities offered to 6th grade students.

### 6th Grade Activities

Business writing, career exploration, job search

Add up to three activities offered to 7th grade students.

### 7th Grade Activities

Career exploration, information technology and career IT applications

Add up to three activities offered to 8th grade students.

### 8th Grade Activities

Career and pathway overview, virtual job practice

#### 8th Grade Activities

Add up to three activities offered to 9th grade students.

#### 9th Grade Activities

Career fair, Personal Statement by HR professional, College tour

Add up to three activities offered to 10th grade students.

#### 10th Grade Activities

Resume writing, Business Fair, STEM fair, Business presentations

Add up to three activities offered to 11th grade students.

#### 11th Grade Activities

Industry guest speakers, Financial Literacy Workshop, pre-work on WBL capstone project

Add up to three activities offered to 12th grade students.

#### 12th Grade Activities

WBL capstone project review by stakeholders, Industry partners school visit and presentations, WBL capstone project presentation,

## Narratives: Advanced Academics

### Advanced Academics

Select the type of advanced courses (dual credit/AP/IB) your campus plans to offer students in 2021-2022.

DC

What type of dual credit courses does your campus plan to offer?

AGCM

**Describe any challenges in ensuring your academy has educators with qualification to teach dual credit. What steps did your academy take to address the need?**

We only have a few teachers on campus who can teach at the college level and we actively recruit and attempt to hire qualified adjunct professors. Hiring personnel qualified as adjunct professors has proven quite a challenge, and we expect this issue to continue as we look towards the 2021-2022 school year and beyond. In conversations with our IHE, as well as with other IHEs during meetings or conferences, hiring adjunct-qualified personnel appears to be a common issue for school districts and, in many cases, is also an issue for the IHEs. We have pursued Texas On-Ramps as an alternative, and are currently seeking better long-term solutions.

**Is the academy a TSIA testing site?**

Yes

## Narratives: STEM-Focused Extracurriculars, Curriculum and Support

### Curriculum and Support

**Provide examples of how the campus plans to provide students with academic services. List activities and brief descriptions of the activities. Add a new row for each provided service.**

Activity	Description
Project Based Learning	We partner with the New Tech Network to provide our teachers with the tools needed to facilitate Project Based Learning in all grades. This allows for ongoing academic support for all of our students.
Daily Advisory periods	In our daily advisory periods, students gain extra support time, in small groups, with their teachers. This time also allows for individual academic enrichment.
Restorative Practices	Each day, we connect with our students using restorative practices, such as a restorative circle. This allows our faculty to better address the academic and social needs of our students as we help them work towards their future endeavors.
Saturday School and Boot Camps	We have an extensive offerings of Saturday School and Boot Camps to help with remediation and intervention. The calendar is mapped out in such a way that students have options once per month in the fall and nearly every available Saturday in the spring semester.

**Provide examples of how the campus plans to provide students with wrap-around services. List activities and brief descriptions of the activities. Add a new row for each wrap-around service.**

Activity	Description
Family Nights	We provide several opportunities each year for family nights. These are separate from PTO meetings in that they are designed to bring the school community together with the family. Topics involve cultural diversity and awareness, future success, college nights, etc.
Community Health Fair	This activity provides parents and students to come together in a fun environment to ensure the mental and physical health of our community. Vendors and sponsors from health facilities attend and student volunteer organizations run some of the activities. We also have a fun run as part of the activity and encourage family participation in the school events.

### How does your academy use the access, achievement, and attainment data for program improvement?

We look carefully at our data as we make program improvements. As an open-enrollment charter school, this has caused us to carefully evaluate our recruitment policies. The location of our school has dictated some of our population distribution, and the distribution among sub-populations of students has changed only slightly since we opened. We have a very diverse population of students with a large portion of students who qualify for free and reduced lunch. As we grow in numbers, we are aware of maintaining a diverse staff and faculty that match our student population. Additionally, we have instituted unique programs such as partnering with the Mexican Consulate to create a middle school graduation equivalency program so that our parents who left Mexico without middle school graduation requirements can qualify for that with instruction from our staff. Additionally, we recruit heavily from Puerto Rico and Spain to help ensure our bilingual students succeed with quality instruction. We aim to close the opportunity gaps, and also have partnered with an organization focused on instilling awareness and acceptance to cultural issues. We use data from this afterschool program to assess our future needs in the areas of access, as well as to build multi-cultural awareness in all of our students. Cultural diversity presentations and events occur often in our evening family programs.

## STEM-Focused Extracurriculars

### Describe the STEM-focused extracurricular activities (field experiences, clubs, and competitions) offered to students.

We are a STEM school. We offer robotics and STEM related field trips, and encourage our students to join our competitive STEM teams. We also have district math competitions and environmental clubs. As we work through the spring semester, one new extra-curricular offering involves eSports. That club is partnering with our IT department to build computers from their base components, and then learn to network them as well as maintain the hardware and the network. These computers will then be used in extra-curricular eSports leagues in competitions. The interest in this is very high, and we have been piloting the program this current school year in a "virtual" setting due to COVID in order to have worked out the bugs for the beginning of next school year. While we do offer some traditional sports teams, the interest in our eSports team mainly comes from students who may not have been engaged in robotics or one of our other STEM clubs.

# Narratives: Leadership Team

## Leadership Team

List the Leadership Team's three priorities for the next year and describe how the selected priority contributes to the academy's success. Each priority should be a benchmark from the ECHS/T-STEM/P-TECH Blueprint.

Benchmark	Description
Benchmark 4 - Curriculum, Instruction and Assessment	While we have all of the products, we feel we still need to improve on daily instruction. Our state assessment scores improved dramatically last year, and we expect another year of growth on the STAAR test this school year. That being said, our goals are to prepare the students for more than a state assessment. Our teaching staff is young, and we have been working to retain them and get them the best professional learning experiences possible. We embrace Project Based Learning (PBL), and acknowledge that PBL is not the easiest style of learning to facilitate for new teachers, so we have implemented PBL 101 training at the beginning of each school year. Continuing to build on our academic successes by facing and addressing our academic challenges is our number one priority for next year.
Benchmark 3 - Strategic Alliances	This is a priority because we feel our strength as a school is improved through partnerships. We can improve in this area, and that is why it is so high of a priority. Our Work Based Learning opportunities can be more tailored to each student if we expand the companies and partners with whom we work. We have district personnel who act as a liaison to coordinate outside community groups, and for next year, we are considering creating a committee just for this purpose.
Benchmark 2 - Target Population	We are an open enrollment charter school in a suburban neighborhood that is in close proximity to Dallas. As such, we compare our student enrollment numbers with much larger and more urban school districts, as well as the suburban districts that are on the other side of our school. Compared to those district populations, our populations are similar in distributions. This year we have noticed a raise in enrollment of Hispanic students, and we are working on a recruitment plan to recruit more African American students.

Narratives: Benchmark 1 Products,  
Benchmark 2 Products, Benchmark 3  
Products, Benchmark 4 Products,  
Benchmark 5 Products, Benchmark 6  
Products, Benchmark Products

## Benchmark Products

### Benchmark 1 Products

**Provide a link to the academy's mentor/induction program plans.**

[https://www.legacypreparatory.com/wp-content/uploads/2019/02/LPCA\\_Mentoring\\_Plan-Mentoring-Program-2018-2019\\_Documents.pdf](https://www.legacypreparatory.com/wp-content/uploads/2019/02/LPCA_Mentoring_Plan-Mentoring-Program-2018-2019_Documents.pdf)

**Provide a link to the academy's annual training or professional development plan with the academy and IHE faculty**

<https://docs.google.com/document/d/1wK4-jDErIkOHUQgNXWEnjr4TC73w0U63XpYOUIS--Eo/edit?usp=sharing>

**Provide a link to the academy's leadership meeting agendas and notes.**

[https://docs.google.com/document/d/16bFxTNf70K8jVbSzuFbg9a0Jq703FuP\\_pa3ljws2lpc/edit?usp=sharing](https://docs.google.com/document/d/16bFxTNf70K8jVbSzuFbg9a0Jq703FuP_pa3ljws2lpc/edit?usp=sharing)

### Benchmark 2 Products

**Provide a link to the academy's written admission policy and enrollment application**

<http://legacy.school-signup.com/> <https://www.legacypreparatory.com/wp-content/uploads/2018/01/Att.-3-Admissions-and-Enrollment-Policy.pdf>

**Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.**

<https://docs.google.com/document/d/1X3Rbnte5t9Myovnel2kTtjRpCHVUP-Zq014REkTuMSc/edit?usp=sharing>

**Provide a link to the academy's brochures and marketing in Spanish, English, and/or other relevant languages.**

<https://www.youtube.com/channel/UCpxWliALDRUC6Hu4mCFsc7Q>  
<https://www.legacypreparatory.com/t-stem/>

**Provide a link to the academy's written recruitment plan including a timeline of recruitment and enrollment events, and recruitment materials for distribution at feeder schools and other appropriate locations in the community.**

<https://docs.google.com/document/d/1X3Rbnte5t9Myovnel2kTtjRpCHVUP-Zq014REkTuMSc/edit?usp=sharing>

## Benchmark 3 Products

**Provide a link to the academy's meeting agendas and minutes, with action items and decision logs.**

<https://www.legacypreparatory.com/t-stem/>

**Provide a link to the academy's final, signed, and executed MOU with their industry partner/business.**

<https://www.legacypreparatory.com/wp-content/uploads/2018/04/TSTEM-MOUs-1819.pdf>

**Provide a link to the academy's final, signed, and executed MOU with their IHE**

<https://www.legacypreparatory.com/wp-content/uploads/2019/02/MOU-Eastfield-El-Centro.pdf>

**Provide a link to the academy's list of strategic partners with each member's organization, title and role in providing work-based learning for students by grade level.**

<https://docs.google.com/document/d/1DfEIVLYFCdMGoo41y3t3YkFpMnlp0Q-8dsjiNtWPwTw/edit?usp=sharing>

## Benchmark 4 Products

**Provide a link to the academy's four-year crosswalk document**

<https://www.legacypreparatory.com/wp-content/uploads/2019/02/Dual-Credit-Course-Crosswalk-Eastfield.pdf>

**Provide a link to the academy's master schedule.**

[https://www.legacypreparatory.com/wp-content/uploads/2019/02/No-Names\\_Master-Schedule-Mesquite-High-School-2-10-19-Full-Year.pdf](https://www.legacypreparatory.com/wp-content/uploads/2019/02/No-Names_Master-Schedule-Mesquite-High-School-2-10-19-Full-Year.pdf)

**Provide a link to the academy's curriculum alignment documents.**

<https://www.teksresourcesystem.net/module/profile/Account/LogOn>

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**Provide a link to the academy's testing calendar and schedule for TSI, ACT, SAT or other assessments.**

<https://docs.google.com/document/d/1qQBEEcXXxr7laTcCxnQ2pJEeh1QjEWLolo-YqO3zSQ/edit?usp=sharing>

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**Provide a link to the academy's documentation detailing a minimum of three course of study examples that outline student pathways from high school, to associate degrees, to work credential and beyond.**

<https://drive.google.com/file/d/1qA8g17wD2COe-s5l8P8akbtOSia50Clv/view>

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## Benchmark 5 Products

**Provide a link to the academy's documentation of appropriate work-based learning experiences for students at all grade levels.**

<https://drive.google.com/file/d/1eU0XxYPDwZZSK2eKTrBFf4YKUpbOdnEs/view?usp=sharing>

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**Provide a link to the academy's current dated regional high demand occupation list.**

[https://dfwjobs.com/sites/default/files/documents/approved\\_2019-20\\_tol.pdf](https://dfwjobs.com/sites/default/files/documents/approved_2019-20_tol.pdf)

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**Provide a link to the academy's aggregate data describing student participation in work-based learning experiences as well as percentage of students earning industry certification and credentials by type.**

<https://docs.google.com/spreadsheets/d/1eU0XxYPDwZZSK2eKTrBFf4YKUpbOdnEs/edit#gid=1670605535>

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**Provide a link to the academy's samples of student artifacts such as writing, portfolios, presentations, or links to digital content.**

<https://sites.google.com/legacypca.com/legacycteartexhibit/home>

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## Benchmark 6 Products

**Provide a link to the academy's bridge program calendar and curricula.**

<https://www.legacypreparatory.com/wp-content/uploads/2019/02/Bridge.jpg>

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**Provide a link the academy's tutoring and other intervention/remediation program schedules,**

<https://docs.google.com/document/d/1A4iuwROyV36P0ocAssRx03SvKGFzwbahj-FAMVp455l/edit?usp=sharing>

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**Provide a link to the academy's calendar of family outreach events.**

<https://www.facebook.com/legacypcadfw/events/>

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