



## VISITING TEAM REPORT

# Legacy Christian Academy

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# A History of SAIS Accreditation

SAIS member schools are part of a remarkable history of quality assurance in education.

SAIS began its organizational life in 1903 as the "Mid-South Association of Independent Schools," providing training for teachers in private schools and some early public schools in the southeastern states. In 1953, another organization began as the Southern Association of Independent Schools, providing a forum for independent school administrators to work with public schools through SACS and to contribute to the larger interest in accreditation in the southeast. MAIS and SAIS merged in 1986 to form the present SAIS, with an emphasis on accreditations through SACS for independent schools and professional development for administrators, trustees, and teachers. Today, SAIS works to help both established and emerging schools approach these issues with creativity and innovation. Working at the state, regional, and national levels, SAIS serves and strengthens member schools through the promotion of the highest quality educational standards and ethical conduct.

The mission of SAIS is to provide leadership, accreditation services, and professional development resources that will strengthen member schools as they fulfill their missions. The focus of SAIS's interest when it began in 1953 was to develop and maintain relationships with the expanding organization of SACS in order to ensure significant input from independent schools into the exploding world of public school accreditation. The post-WWII years of baby booming, facility planning, teacher training, and legislative entitlement funding eclipsed the scope and role of private education in America close to the current level of service. Part of this history of negotiating standards in a predominantly public-school oriented world of education caused SAIS to embark on its own method of accreditation in the late '90s. The efforts resulted in the SAIS method of accreditation available to member schools.

SAIS has designed and implemented a significant program of accreditation to assist member schools as they develop and promote high quality education in this region. This method is based on a school's stated mission and its own unique approach to thorough and vigorous self-examination.

In today's world of accountability in schooling, accreditation serves as a critical component of a school's demonstrated effectiveness and ability to provide successful schooling for children. A school that is able to achieve accreditation demonstrates a commitment to a process that requires the school to meet a set of rigorous standards; to engage in a program of continuous school improvement; and to demonstrate quality assurance to its stakeholders through self-evaluation and peer-review. SAIS accreditation provides schools access to an integrated network of services and technical assistance that supports every school's ability to identify and meet its goals for improving student performance and the teaching and learning process.

SAIS accredited member schools are part of an international network of accredited schools that have demonstrated success in educating children. As such, SAIS accreditation is recognized throughout the world as a symbol of quality in education for students and teachers. To earn accreditation, schools must meet quality standards, be evaluated by an outside group of peer professionals, and implement a school plan focused on strategic improvement and student performance. Accreditation is voluntary and must be renewed each year.

# The Review

A team representing SAIS conducted an on-site visit to review this school's self-study and standards compliance. The team was comprised of team members whose diverse independent school backgrounds provided an array of expertise. The visiting team sought the answers to these four critical questions within the framework of the school's self-study. The following pages contain the findings.

In conducting the on-site reviews, the visiting team was responsible for:

1. Assessing the adequacy of the self-study process;
2. Identifying strengths of the school deserving commendation;
3. Developing recommendations that may help to strengthen the programs of the school;
4. Assessing compliance with the standards of SAIS;
5. Developing a written report of the findings.

To fulfill the team's responsibilities, team members:

1. Reviewed documentation provided by the school;
2. Conducted interviews with board members, parents, school personnel, students, and community members;
3. Applied the standards for accreditation;
4. Developed a draft of commendations and recommendations;
5. Contributed to the content and focus of the written report;
6. Provided input as to the determination of accreditation.

The primary focus of the self-study process is to demonstrate the capacity of a school to meet the requirements for accreditation. A typical self-study consists of:

1. Analysis and response to accreditation standards;
2. Identification and demonstration of a continuous process of improvement;
3. Implementation of methods that provide for quality assurance.

The study addresses four critical questions relative to each of the school's stated goals for improvement and mission fulfillment:

- **PROFILE:** Where is the school today? The PROFILE should include clear, comprehensive information reflecting current student performance data, stakeholder perspectives, community characteristics, and analysis of strengths and limitations in the areas of student learning and school performance.
- **VISION:** Where does the school want to go? The VISION is a clear, compelling purpose communicated through the school's vision and mission statements, beliefs, and core values.
- **PLAN:** What is the plan to get there? The PLAN should be based on an analysis of pertinent data, research of the best practices, and alignment with generally-accepted expectations for student learning at schools with similar missions.
- **RESULTS:** How will the school know when it has accomplished its plan? The RESULTS are documented evidence demonstrating successful implementation of strategies that resulted in accomplishment of the school's mission and student achievement gains related to the school's mission.

# SAIS Accreditation Policies

- **Accreditation Committee**

The SAIS Board of Trustees has established the SAIS Accreditation Committee to oversee the accreditation services offered by SAIS. The Accreditation Committee establishes and maintains review boards whose members review and act upon visiting team recommendations. The Board of Trustees reviews and officially approves the schools recommended for accreditation by the Accreditation Committee.

- **Accreditation Appeal Process**

If the visiting team recommendation to offer accreditation or re-accreditation is rejected, specific reasons will be given and the school may be given a timeframe and assistance to address deficiencies. The decision of a review board may be appealed in writing by the head of school, referencing specific area(s) in which the school was found deficient. A subsequent review board will review the original findings and the appeal materials. If the decision is upheld by the subsequent review board, the decision may be appealed in writing by the head of school to the SAIS Board of Trustees. The school's accreditation status will remain unchanged during an appeals process. The judgment of the SAIS Board of Trustees is final.

- **Interim Report Requirements**

Accredited schools must submit a two-year interim report to SAIS after the team visit. This report ensures continued compliance with standards/indicators and documents efforts made in addressing the visiting team's recommendations and the school's self-study goals.

- **Member in good standing:** Schools must remain a member in good standing, with all annual membership dues paid in full and abiding by policies and procedures.

- **Notification of substantive change / head of school change:** Accredited schools must notify SAIS in a timely manner of a substantive change using the form at [www.sais.org/change](http://www.sais.org/change). Changes may include: head of school change, other leadership changes, adding or contracting grade levels, merger, name change, mission change, major construction, crisis situation, litigation, school closure, other changes. In the event of a substantive change, SAIS may request additional information or conduct a visit to the school.

- **Terms of accreditation and re-accreditation:** Terms of accreditation are generally for five years commencing on July 1 and concluding on June 30. Schools must host a visiting team prior to the expiration of their term of accreditation and during the same semester of their previous accreditation if a re-accreditation visit and within three years of becoming a candidate for accreditation if an initial accreditation. Any variance to an accreditation timeline must be approved by SAIS. A new self-study is required for each five-year period reflecting evidence of continuous improvement.

- **Non-compliance:** Stakeholders may file a non-compliance complaint against a school. Upon receipt and verification of a non-compliance report, the school will be given an opportunity to respond to the inquiry. The inquiry, response, and any subsequent written correspondence on the matter may be made available to the accreditation visiting team chair on the next accreditation visit. However, an immediate investigative visit to the school may be undertaken if the response by the school is unsatisfactory or an accumulation of complaints indicates that a school's response is inconsistent with a preponderance of evidence. As is frequently the case, if a school's practices are bordering on non-compliance, a discussion that is triggered by a non-compliance complaint is often a catalyst to remedy such practices. In the event that a school is not compliant, a series of actions will be undertaken with the school such as but not limited to: a request to remedy the non-compliance issue, placing the school on warned status or probation, and an ultimate action of dropping accreditation.

# Roster of Team Members

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# School Snapshot

## Mission

### Mission Statement

Legacy Christian Academy develops strong leaders with biblical convictions and equips them to succeed in college and beyond. We accomplish this mission through a balanced approach that honors and upholds challenging academics, robust fine arts, competitive athletics, positive mentoring relationships, and covenant partnerships with Christian families.

The mission statement is the filter through which all curriculum decisions, admission standards, employment decisions, and school-wide policies must pass. It is published on our website, in handbooks, bylaws, and appears in various public documents such as view books, advertisements, and PowerPoint presentations. The Board of Trustees uses it to evaluate programs and overall school health.

## Brief History

### History of LCA

Legacy Christian Academy is a private, college-preparatory, inter-denominational, fully accredited Christian school offering education for preschool age children through 12th grade. Admission to the school is based on testimony of Christian faith by at least one parent, entrance test scores, recommendations, a family interview, and previous school records. Founded in 1999, the school is located in Frisco, TX 25 miles north of Dallas. Frisco is a rapidly growing business and professional community. The class of 2018 will be our 17th graduating class.

### 1998 - Founding

In the fall of 1998, three families, having nothing more than faith, met to discuss and pray for the development of a Christian school in the Frisco area. Their prayers formed the foundation of a school that was as yet unseen, and their faith secured the legacy that would soon be their children's education.

### 1999 - First Day of School at Frisco Bible Church

In 1999, LCA leased facilities from Frisco Bible Church. The church agreed to house the school in its new building which was under construction, and in September 1999 with approximately 120 students in Kindergarten through 9th grade, LCA began its first school year.

### 2002 – Current Legacy South Campus Opens

Legacy Christian Academy opened in early September for the 2002-2003 school year at its current location at the intersection of Legacy and Academy Drives. During that school year, the gymnasium and cafetorium were completed. Legacy was given permission to begin the accreditation process, and in 2003 became accredited with the Association of Christian Schools International (ACSI) and the Southern Association of Colleges and Schools (SACS).

## **2004 - Athletic Complex Built**

In 2004, a field house and athletic fields including a football field, a baseball & softball field and a seven lane track were added.

## **2006 - West Wing Expansion**

Once again out of space, construction began on the West Wing, featuring the chapel, a visible indicator to all of Legacy's commitment to Christ. The addition would not only double the amount of classrooms but also create dedicated facilities for Band, Choir, & private music studios, reaffirming the arts as central to our mission.

## **2009 - Upper School Gymnasium Opens**

In 2009, the Upper School gymnasium opened as the first phase of a separate Upper School facility to accommodate the growing number of athletes and teams. Complete with larger boys & girls locker rooms, concessions, coaches' offices, equipment storage, and trainer facilities, Legacy was once again blessed with top-notch facilities made possible by the generosity of gracious donors.

## **2011 - Middle School Created**

Separating from the Upper and Lower Schools, the Middle School at Legacy Christian Academy was created out of a desire to meet the specific needs of students in grades 5-8. Recognizing the critical time in a child's development, LCA created an environment that is focused on meeting their needs for acceptance, value and purpose.

## **2012 - Upper School North Campus Opens**

The 2011-2012 school year was a year of change for LCA Upper School students. The iLegacy 1:1 MacBook initiative was launched in August, and in January, Upper School students returned from Christmas break to a brand new 32,000 sq. ft. state-of-the-art building.

## **2016 - Upper School North Campus Expansion and Legacy Performing Arts Center**

In August 2016, Legacy opened its North Campus expansion for the Upper School that more than doubled its size. This expansion included additional classrooms, a Media/Library Center, new dining facilities, a new wing for our Fine Arts Program, new administration offices, a Student Services Suite, and a new Performing Arts Center.

## **2016 - Lower School Recognized by the Department of Education as a National Blue Ribbon Exemplary High Performing School**

## **2017-2018 School year – Upper School Recognized as Blue Ribbon Exemplary High Performing School and Professional Schools Program (PSP) Roll Out**

Legacy Christian Academy Upper School was recognized by the Department of Education as a Blue Ribbon Exemplary High Performing School. Legacy was only 1 of 6 private High Schools in the entire country to be recognized.

In January 2018 Legacy launched a major new academic program for the Upper School, the Professional Schools Program (PSP). This visionary program is a new paradigm for secondary education that increases the engagement and sense of ownership among students. It supports the school's mission to provide an experience that goes "Beyond College Prep".

## **2018-2019 School year -**

We opened the year with 1021 students in grades Pre-K3 through 12th grade, an all-time high for enrollment. We currently have 141 faculty and staff.

## **Leadership**

Legacy Christian Academy is governed by an eight-member Board of Trustees, a group of six men and two women selected by the board itself. Seven of the trustees are current parents with one former parent also serving. The board is responsible for establishing policies, ensuring the fiscal health of the school, hiring and evaluating the head of school, and determining the strategic direction of the school.

The school is managed by the Head of School who is the board's sole employee. The head is assisted by an eight member Executive Leadership Team comprised of four principals, the Chief Academic Officer, Chief Development Officer, Chief Finance Officer, and Chief Operations Officer. Members of the Executive Leadership Team lead their respective divisions/departments and serve on various board committees.

Attached, is the current Organizational Chart.

## **Self Study**

Legacy Christian Academy has chosen the strategic planning process as its model of self study. Begun in July 2017, the strategic planning process is facilitated by the head of school who is assisted by the Executive Leadership Team and selected members of the Board of Trustees.

The school has employed the SAIS Value Narrative Survey as its primary source of data-gathering and feedback from its constituents. The survey was administered in October 2017 with high response rates, including 434 parents, 110 faculty/staff, 135 students, and 86 alumni completing. During August 2017, the Board of Trustees and Executive Leadership Team engaged in a process of reviewing the school's mission statement, establishing core values, and developing a vision statement. In November 2017, a focus group of twelve parents representing a cross-section of the school met to share their perspectives about the school's performance and their hopes for its future. In February 2018, the Head of School began meeting with senior advisory groups in an exit interview format to hear student perspectives.

At their March 2018 meeting, the Board of Trustees analyzed the results of the surveys, focus groups, and exit surveys to identify the major themes and critical issues that deserve attention in the planning process. Following this analysis, the board appointed five planning committees to develop goals and initiatives. The planning committees consist of trustees, faculty, staff, and parents. The final strategic plan was adopted in August 2018.



# Improvement

Several major themes and critical issues emerged from the surveys, focus groups, and exit interviews that were conducted as a part of the strategic planning process. The following areas were adopted as the five priority goals contained in our strategic plan.

1. **Student Development:** Intentionally develop strong leaders with Biblical convictions who are equipped to succeed in college and beyond.
2. **Faculty/Staff Development:** Ensure that all faculty and staff are mission-aligned and eternally motivated.
3. **Curriculum and Program Development:** Prepare students to impact the world as leaders in the home, in the community, and in their professions.
4. **Campus and Facilities:** Provide adequate facilities to meet the needs of current and future academic and extracurricular programs.
5. **Institutional Advancement:** Secure the long-term financial stability of the school.

# Introduction

## Introduction and Overview of the Visit

The visiting team found Legacy Christian Academy to be a mission-driven school focused on the development of strong leaders with biblical convictions equipping them to succeed in college and beyond. The visiting team had the opportunity to visit with multiple constituent groups including the Board of Trustees, parents, students, faculty and administration during the visit. The Board described a school community that values relationships, family connections, and a shared love for all members of the community. Parents described a school where Jesus is present in every aspect of school life. Students described a school environment where everyone cares about their education as well as a place where they are free to worship God. Faculty members described a school that is Christ-centered, prayerful, and Spirit-filled. All constituent groups participated in an open dialogue during the visit allowing the visiting team to gain a clear picture of the existing school culture.

Legacy Christian Academy chose the strategic planning process as its model of self-study. The team was able to validate that there was wide stakeholder involvement in the development of the strategic plan. The Board appointed planning committees consisting of parents, faculty, staff and board members to finalize the goals and initiatives contained within the plan. The school administered the SAIS Value Narrative Survey in October of 2017 and used the results to help inform the school improvement plan. The school completed the second administration of the SAIS Value Narrative survey prior to our arrival in November of 2018 and have begun a longitudinal comparison of the results.

Legacy Christian Academy finds itself at an exciting place in history as the school approaches its twentieth anniversary. The school is in the midst of transitioning from what was considered a small school where every family knew each other to a larger school community that still values the importance of relationships and connectedness. It will be important as the school works through the current strategic plan to stay focused on emphasizing the importance of relationships and establishing an infrastructure that allows them to stay focused on nurturing community.

# Area 1

## Title

**STUDENT DEVELOPMENT:** Intentionally develop strong leaders with biblical convictions who are equipped to succeed in college and beyond.

## Description

Legacy Christian Academy will provide opportunities for all students to discover their identity and security in Christ, acknowledge their worth as image-bearers, and pursue a life of virtue that honors God, fulfilling His divine plan for them.

LCA has adopted three initiatives to achieve this goal:

- 1.) Foster LCA as a community that welcomes and honors Christian families from all backgrounds.
- 2.) Develop an intentional, age-appropriate and ongoing parent education program that equips and empowers parents to partner with the school to be counter-cultural.
- 3.) Challenge and encourage students to move from being “hearers of the word” to “doers of the word.”

## Commendations

**The visiting team commends the school for the following:**

- Ensuring students of all grades understand their role in the school's mission.
- Focusing on the recruitment and retention of diverse students.
- Developing an age-appropriate model for students to understand their strengths and how those strengths are interdependent with others in their community.
- Ensuring students are known and loved by their teachers in an authentic, Christian manner.
- Implementing the Parent Education Program (PEP) discussing a range of parent topics while nurturing parent community.
- Creating and staffing the Diversity Office.
- Being sensitive to parent needs when planning parent meetings.

## Recommendations

**The visiting team recommends that the school consider the following:**

- Creating stronger student messaging and communication ensuring students understand the overall mission of the Professional Schools Program.
- Implementing a K-12 Diversity, Equity, and Inclusion (DEI) program that is age appropriate and reflective of the school's mission.
- Evaluating the effectiveness of the PSP with particular emphasis given to student engagement and reflection.
- Developing a school-wide technology plan focusing on the appropriate use of technology in the teaching and learning environment.

# Area 2

## Title

**FACULTY/ STAFF DEVELOPMENT:** Ensure that all faculty and staff are mission-aligned and eternally motivated.

## Description

Legacy Christian Academy will seek, retain, and develop passionate Christ-followers who possess a growth mindset, a servant's heart, and a biblical worldview. All employees will embrace and embody Legacy's mission and core values. LCA has adopted four initiatives to achieve this goal:

1. Establish a professional development institute that prepares all faculty at all levels to understand their roles as mentors and disciple-makers, to utilize appropriate technological resources, and to effectively teach from a biblical worldview.
2. Ensure that all new employees are properly oriented and understand the general and specific requirements of working at LCA.
3. Develop a comprehensive evaluation program for all faculty/staff that measures how well employees are embodying and embracing the school's mission and core values.
4. Develop a recruiting plan that will give the school a competitive advantage in attracting and retaining mission-appropriate personnel.

## Commendations

**The visiting team commends the school for the following:**

- Implementing a new faculty orientation program including a mentor for new faculty members.
- Creating an environment where faculty feel valued and supported in the development of growth initiatives.
- Increasing compensation to attract and retain teachers.

## Recommendations

**The visiting team recommends that the school consider:**

- Establishing an evaluation process and cycle of feedback in alignment with institutional strategic initiatives.
- Developing a cyclical professional growth plan effectively utilizing resources for ongoing faculty development.
- Creating intentional, authentic opportunities for community building and fellowship between school divisions.
- Recruiting and retaining a more diverse faculty that better reflects the diversity of the student population.

# Area 3

## Title

**CURRICULUM AND PROGRAM DEVELOPMENT:** Prepare students to impact the world as leaders in the home, in the community, and in their professions.

## Description

Legacy Christian Academy will design curriculum and offer programs that develop the 21st century skills of character, critical thinking, communication, collaboration, and creativity. Students will be challenged to go deeper in their learning by truly mastering content and applying new information to real-world situations. Emphasis will be on student engagement and reflection, thereby building a sense of ownership and purpose for learning. LCA has adopted three initiatives to achieve this goal:

1. Develop a philosophy of and policies for student assessment and reporting that align with the school's mission and core values.
2. Research and develop curricular and enrichment programs that meet the differentiated needs of our students and that empower them to realize their God-given potential.
3. Develop a life-skills curriculum that equips students with effective study skills and prepares them to be good stewards of their time and money.

## Commendations

**The visiting team commends the school for the following:**

- Instituting the Legacy Learning Center allowing families to provide their child with the LCA experience that they would not be able to experience otherwise.
- Creating a new upper school schedule providing blocks of time for the students to discover and develop their God-given talents and interests.
- Implementing the LCA You program at the middle and upper schools to support the development of life-skills.
- Creating and Implementing the Professional Schools Program (PSP) in the Upper School.

## Recommendations

**The visiting team recommends the school consider the following:**

- Developing a multi-year curriculum mapping plan clearly articulating goals, roles, and responsibilities.
- Implementing periodic snapshots of strategic initiatives to determine short-term and long-term viability.
- Consulting parent schedules and needs when planning Parent, Teacher, Fellowship (PTF) meetings.

# Area 4

## Title

**CAMPUS AND FACILITIES:** Provide adequate facilities to meet the needs of current and future academic and extracurricular programs.

## Description

Legacy Christian Academy's campus and facilities will provide a safe and warm learning environment reflecting the excellence of our Christ-centered teaching and programs, ensuring the highest standards of performance and competition, while anticipating future facility needs driven by enrollment and programmatic goals.

LCA has adopted three initiatives to achieve this goal:

1. Re-affirm current enrollment capacities given existing facilities, daily scheduling needs, and active programs.
2. Complete a campus master plan that incorporates identified needs, giving specific attention to identified campus priorities, e.g., South Campus renovation, athletic facilities, parking, security.
3. Explore future academic and programmatic plans, needs, and requests, designating alignment with mission, priority, and impact on the campus.

## Commendations

**The visiting team commends the school for the following:**

- Adopting new security standards and procedures, including the hiring of a full time Director of Security.
- Engaging a third party consultant to develop a campus master plan.
- Prioritizing ongoing repairs and renovation of existing facilities.

## Recommendations

**The visiting team recommends that the school consider the following:**

- Continuing to expand camera monitoring capabilities on campus, particularly in the South Campus, and to explore other ways to improve security within the constraints of the campus location and layout.
- Establishing a separate Reserve Fund (PPRRSM) dedicated to future plant repairs and replacement and make its funding part of the annual budget.
- Restructuring the facilities management team to include the possible addition of a Director of Facilities.

# Area 5

## Title

INSTITUTIONAL ADVANCEMENT: Secure the long-term financial stability of the school.

## Description

Legacy Christian Academy will create and implement a comprehensive development program to address emerging and ongoing capital and programmatic needs and enhancements, establish and grow an endowment to secure the future, and build and sustain a robust Annual Fund that fosters unrestricted support of the school's operations. Uniting, informing, and involving parents, alumni and friends will strengthen the school through their advocacy, association and philanthropic support, furthering the mission of our institution as we seek to further the Kingdom of God.

LCA has adopted three initiatives to achieve this goal:

1. Conduct a comprehensive advancement assessment that will provide a blueprint for building the most effective development office possible.
2. Establish programs that cultivate and enhance a strong culture of philanthropy.
3. Embark on an initiative to build an endowment fund that will secure the financial future of the school.

## Commendations

**The visiting team commends the school for the following:**

- Transitioning to a more robust and appropriate accounting policy and procedures, including external financial consulting.
- Retaining outside advancement consultants to help direct the school toward a more formalized strategy to insure long-term financial sustainability.
- Beginning to develop a “culture of philanthropy” among all stakeholders, including the successful launch of a school Annual Fund three years ago.

## Recommendations

**The visiting team recommends that the school consider the following:**

- Developing a multi-year financial model to more accurately understand the constraints of future enrollment growth and net tuition revenue. This should include a plan for the repayment of outstanding capital debt obligations in a timely manner.
- Finalizing its search for an Assistant Head of Advancement. This person will ultimately direct the school in establishing an endowment to help financially sustain the mission of LCA while cultivating a broader base of potential donors to LCA.

# **Additional Commendations and Recommendations**

## **Additional Commendations**

**The team commends the school for the following:**

- Inspirational leadership by the Head of School, Bill McGee, evidenced by the overwhelming supportive response shared by all community members.
- Steadfast commitment by the Board of Trustees to provide visionary leadership allowing the School to mature, develop, and capitalize on rapid growth in the surrounding community.
- Establishment of the WatchDOGS program encouraging dads to become more involved in the partnership between home and school.

## **Additional Recommendations**

**The team recommends the school consider the following:**

- Reviewing and revising the current Board of Trustees bylaws and policies to better reflect the school's maturity as it approaches its twentieth anniversary.
- Establishing a Board Advisory Council to broaden the overall governance of the school while providing additional leadership opportunities where past Board members can continue to contribute time, treasure, and talent.
- Expanding the size of the Board of Trustees membership to include a broader and more diverse representation of the desired school and community demographic.
- Establishing defined measurable strategies which include benchmarks, projected costs, and person(s) responsible for completion of each goal in the strategic plan.
- Reviewing the overall employee compensation package giving special attention to retirement contributions to ensure the recruitment and retention of mission-appropriate personnel.
- Supporting the Diversity Office while continuing to develop a Diversity, Equity, and Inclusion plan with a direct focus on educating the school community.



# **Summary, Conclusion, and Recommendation**

## **Summary**

The visiting team would like to express our sincere gratitude for the warm reception and hospitality provided by Legacy Christian Academy during the visit. It was clear that Legacy Christian Academy's focus on developing strong leaders with biblical convictions is at the heart of every conversation and decision. The school continues to benefit from the vibrant and visionary leadership of their Head of School, Bill McGee. This was summarized by one community member's comment that "God has provided us the right leader at the right time for our school community." The team owes a debt of gratitude to Daniel Townsley, Chief Academic Officer, for his relentless service in preparation prior to the visit as well as during our stay. It should be noted that the visiting team concluded their visit with great enthusiasm and optimism around Legacy Christian Academy's future growth and development.

## **Standards Compliance**

The school is in compliance with all standards of the SAIS accreditation process as verified by documentation, observations, and interviews.

## **Self-Study Quality**

The self-study conducted by the school meets the standard of quality and thoroughness required by the SAIS accreditation process and answers the four critical questions as outlined in the Guidebook.

## **Recommendation**

The school is unanimously recommended for accreditation.