

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[] Public or [X] Non-public

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

Name of Principal Mr. Timothy Wayne Borrue, M. Ed.

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

Official School Name Legacy Christian Academy

(As it should appear in the official records)

School Mailing Address 27680 Dickason Drive

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

City Valencia State CA Zip Code+4 (9 digits total) 91355-4047

County Los Angeles State School Code Number* _____

Telephone 661-257-7377 Fax 661-257-7370

Web site/URL http://www.legacy-christian.com E-mail info@legacy-christian.com

Twitter Handle @legacyacademy Facebook Page www.facebook.com/legacychristianacademy Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

_____ Date _____

(Principal's Signature)

Name of Superintendent* _____ E-mail: _____
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name _____ Tel. _____

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

_____ Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. David Poole

(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 that it is accurate.

_____ Date _____

(School Board President's/Chairperson's Signature)

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

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, Office for Civil Rights (OCR) requirements is true and correct.

1. 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. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. 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 2008 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: 2009, 2010, 2011, 2012, or 2013.
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 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.
9. 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.
10. 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.
11. 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

All data are the most recent year available.

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. 12 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	27	23	50
1	27	26	53
2	16	32	48
3	21	30	51
4	26	28	54
5	26	24	50
6	24	20	44
7	13	18	31
8	10	13	23
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	190	214	404

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 11 % Asian
 - 6 % Black or African American
 - 8 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 55 % White
 - 20 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 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, 2013 until the end of the school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the 2013-2014 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1	420
(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

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 0 %
 Total number students who qualify: 0

9. Students receiving special education services: 0 %
0 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 categories.

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

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	6
Classroom teachers	31
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	3
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 13:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
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. Please summarize your school mission in 25 words or less: Legacy provides a comprehensive, rigorous, and well-rounded preparatory education within a family-oriented, safe learning environment. Academic excellence and Christian character are paramount.

PART III – SUMMARY

Legacy Christian Academy (LCA) is a private kindergarten-through-eighth-grade school located in the Santa Clarita Valley, a suburb in Los Angeles County. Established in 1995, LCA was originally launched as a private kindergarten and extension of Sunshine Child Care & Learning Centers' well-respected preschool.

First through sixth grades were added as parents voiced their interest in continuing their children's elementary school education in the same coveted academic environment. In 2008, seventh and eighth grades were added to fulfill the local demand for a private, high-quality middle school.

LCA attracts students from the diverse population of Santa Clarita and surrounding communities. To ensure a culture of extraordinary achievement, all prospective students are assessed for social and academic readiness for the rigor of the LCA curriculum. To enroll, families must complete the application process and assessment, which includes a personal interview and transcript review.

LCA has grown in the past five years from 325 students in 2009-2010 to 404 students in 2014-2015. This growth is an indicator of parental approval and increasing demand for LCA's quality preparatory education that boasts extensive enrichment classes and a safe, nurturing atmosphere. LCA is accredited through the Western Association of Schools and Colleges (WASC), and is associated with the Association of Christian School International (ASCI).

At LCA, students benefit from small class sizes; all elementary classrooms have a 13:1 student-to-teacher ratio. A classroom teacher and an assistant teacher work in tandem to provide differentiated instruction for all students. Legacy is also fortunate to have committed parents who volunteer in the classrooms, on campus and during school activities. Children thrive with so much opportunity for individual attention.

LCA requires all teachers to have a California Credential, or a master's degree in a specific content area. Some hold advanced degrees and all participate in on- and off-site professional development. Half of the assistant teachers also have California teaching credentials. Enrichment teachers have degrees in their field of specialization. LCA administrators also hold teaching credentials; four of the six possess master's degrees and one has earned a doctorate. LCA is distinctive in the quality of its leadership; the original founders of LCA continue to fulfill essential administration roles at the school.

Academic excellence and achievement is exemplary at LCA. The rigorous, comprehensive core academic program focuses on language arts and writing, mathematics, science, social studies, and technology. Common Core State Standards, California State Standards, California Frameworks and Next Gen Science Standards inform curricular choices. Curriculum is documented and articulated across levels. All students receive broad, enriched instruction in visual arts, music, drama, foreign language, and physical education. Many students also take advantage of intramural and after-school sports programs.

Students are challenged to excel in every aspect of their education in order to develop their God-given abilities and talents. Each child is provided the opportunity and resources to become a leader in their school, family, and community, as outlined in Legacy's mission statement and learning goals.

LCA students are encouraged to develop a better understanding of the world through involvement in their local and global communities. Each year, elementary students take field trips to local venues like the community theater and the dentist's office, while upper-grade students experience overnight trips to locations of historical or scientific significance.

Students are provided ample opportunities to participate in a variety of community service opportunities, like blanket making for families in need and the creation of "blessing bags" for the homeless. Legacy Academy Uganda, a fledgling program established by Legacy founders in 2012, allows LCA students to connect with children thousands of miles away as pen-pals, sponsors, and school-supply donors.

Character development is woven throughout the curriculum in monthly character trait instruction, chapel messages, and a monthly Heartwork assignment, which gives students and parents an opportunity to practice the featured character trait at home. LCA staff receives training on positive reinforcement strategies to incorporate character development into their disciplinary actions. Regular Bible instruction, as well as scripture memorization and discipleship groups, support goals for character development.

LCA is advanced in the instructional use of technology and is committed to preparing students for 21st-century learning. All classrooms are equipped with SmartBoard and Elmo projector technology. Students have access to iPads, netbooks, and a state-of-the-art computer lab. Literacy is enhanced by Accelerated Reader and mathematical reasoning is supported with ST MIND Math. LCA's online library catalogue service gives students instant access to filtered research, eBooks and online collaboration tools. Middle-school students' personal Macbooks are utilized in every class and students are introduced to flipped lessons in science and math. Legacy maintains excellence in this area with a strategic five-year cycle to upgrade technology and software.

LCA graduates consistently enter honors and AP courses in high school. Most test out of Spanish I when they enter high school, instead enrolling in Spanish II, and are placed in advanced math classes. LCA grads attend prestigious universities such as Princeton, Colombia, USC, Stanford, UC Berkeley, Dartmouth, Georgia Tech, and UCLA.

LCA's reputation for academic excellence, Christian character development, and quality enrichment opportunities is fueled by the outstanding faculty, administrators, students and parents who call Legacy their "family."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

LCA, along with a commitment to uphold state standards, selects core curriculum that accomplishes its LEAD Learning Goals: Lifelong Learners, Excellent Examples, Accelerated Achievers, and Dedicated Doers. Curriculum is reviewed on a six-year cycle that allows for reevaluation based on the school's mission statement, California's adopted state standards, and specified learning goals.

Outlined in grade-level curriculum guides, the core curriculum reflects the commitment to these LEAD goals through differentiated instruction for all learning levels, research opportunities, problem-solving, character and leadership development, technology, and high expectations for all learners. It is LCA's ultimate goal to produce confident learners who are equipped with the essential 21st-century skills of communication, collaboration, creativity and critical thinking.

READING/ LANGUAGE ARTS:

The Rowland Reading Foundation (kindergarten through second grade) is entirely aligned to current standards and provides students with a comprehensive, systematic, explicit phonics foundation. Student decodable texts have three levels of readability with a 50/50 breakdown of fiction and non-fiction text. Students below grade level are engaged in re-teaching activities while fluent readers are challenged with above-grade-level text.

Likewise, SRA ImagineIt! curriculum (third and fourth grade) is strong in phonics and enriched with quality literature that is leveled according to student ability. Inquiry units instill creativity, independence, and problem solving. Both curriculums have integrated student technology.

Fifth-through-eighth-grade students engage in novel studies. Students in upper grades engage in vocabulary-rich discussions, text analysis, and instruction in important literary concepts including: author's purpose, inferencing, text structure, analyzing claims, theme, conflict, and characterization. Spelling instruction is connected with phonics and/or vocabulary development within the school's reading curriculum.

Accelerated Reader is a program used school-wide to improve and chart individual reading abilities, especially in above-grade-level readers.

LCA also incorporates Step Up to Writing, an organized writing curriculum taught in all grades and enrichment classes, and is integrated into math lessons. Teachers model correct processes of organizing thoughts in a systematic way. Students use color coding, drawing, outlining and systems for revisions and edits. Narrative, expository, and opinion/persuasive writing, as outlined in the standards, are specifically targeted to all grade levels.

Legacy students excel in the area of rhetorical arts with direct instruction in public speaking. Beginning in kindergarten, students are instructed in elements of oral presentation. Weekly, elementary students recite a memorized verse, and, monthly, all students recite a poem in front of the class. Once per trimester, students write and present a formal oral presentation aligned to standards.

MATH:

Progress in Mathematics (all grades) aligns to standards and enables teachers to vertically accelerate curriculum for advanced learners. This program - paired with ST Math, an innovative software application - keep LCA math scores skyrocketing. Progress in Mathematics provides rigorous content focused on building deep conceptual understanding of key math skills and ideas at each grade level. Also, with supplemental materials to implement the Common Core's Standards for Mathematical Practices, academy students have ample opportunities to engage with challenging material. Confidence in computation, mathematical comprehension, and opportunities to work above grade level are just a few of LCA students' advantages in math.

Legacy students additionally benefit from ST Math, of the MIND Research Institute, created by scientists at UC Berkeley and Johns Hopkins. ST Math games use interactive technology and graphically-rich animations to visually represent mathematical concepts to improve conceptual understanding and problem-solving skills. MIND's unique approach, developed from neuroscientific research, accesses the brain's "spatial-temporal" reasoning ability - the core of innovative thinking and sophisticated problem-solving.

SCIENCE:

Elementary students in kindergarten through sixth grade attend science lab with a dedicated science teacher who provides hands-on experiences aligned to content standards in physical, earth, and life sciences. Students experiment with FOSS kits and investigate through laboratory experimentation, discussion, direct instruction, research assignments, interactive technology, and enrichment opportunities. STEM learning is encouraged through student-driven entries into the annual STEM EXPO, and through additional opportunities across the curriculum to explore connections between science, technology, engineering, and math.

Seventh and eighth graders use the Glencoe Science series as a text, along with a wide variety of high-quality equipment and materials that promote the understanding of cell biology, genetics, anatomy, and physiology. Physical science coursework includes hands-on experiments focusing on concepts like motion, forces, chemistry, and buoyancy. Elective coursework promotes STEM and college readiness with Robotics and other technology-driven classes such as IMT (Information, Media, and Technology).

SOCIAL STUDIES:

ABeka My America and My World (kindergarten through third) frames lessons along with community resources like field trips to local museums, city historical tours, guest speakers, and the ever-popular Men and Women in History presentations performed by parents for the student body. The non-fiction content of the reading curriculum is also aligned to meet and exceed the California Social Studies Content Standards. Geography is interwoven throughout the textbook; review questions and activities at the end of each chapter help to evaluate comprehension.

2. Other Curriculum Areas:

LCA's visual and performing arts classes are designed to help students grow in their appreciation of art, to gain an appreciation for beauty, to evolve in their creativity, and to develop key artistic skills.

In the area of performing arts (kindergarten through sixth), students meet once a week with LCA's dedicated music teacher. Students are provided engaging keyboard and vocal training. Additionally, for grades kindergarten through fifth, each class puts on their own Christmas musical led by the music teacher. Students also can participate in a kindergarten-through-sixth "Broadway" musical. For grades seven and eight, students have several performing arts elective options including guitar, drums, and music recording, each taught by a professional musician. These classes meet four times per week.

In visual arts, each elementary student has one art class per week with the art teacher in LCA's well-appointed art studio. Students explore various mediums from painting and drawing to sculpting. Students also develop foundational artistic skills and techniques. Middle-school students have many visual arts elective options including video production, digital photography, sculpture, drawing, and architecture. Middle school students meet for these classes four times per week.

PHYSICAL EDUCATION, HEALTH, & NUTRITION:

LCA students participate in fitness activities, individual sports, and team sports with an emphasis on developing neuromuscular coordination and healthy habits for a lifetime. Students keep a log of daily physical activities to track and develop routines in the areas of flexibility, strength, endurance, and cardiovascular health. Elementary students meet once per week and middle-school pupils meet twice a week.

Students also have the opportunity to participate in several athletic sports: basketball, flag football, softball, volleyball, and soccer. Students learn the value of teamwork, collaboration, communication, and character.

FOREIGN LANGUAGE:

LCA's foreign language department consists of Spanish and Mandarin. For the acquisition of Spanish, kindergarten and first-grade students meet once per week; grades second through sixth meet three times per week; and grades seventh and eighth meet four times per week for two trimesters in order for all students to complete Spanish I coursework. LCA is in full compliance with the program's foreign language requirements for seventh and eighth grades. Mandarin is offered to all grades twice a week for 40 to 45 minutes outside of the typical school day. For both languages, students learn vocabulary, diction, and cultural awareness through foreign language immersion, age-appropriate games, and select field trips.

TECHNOLOGY:

By the time students graduate from Legacy, they have had frequent touchpoints with iPads (class sets for kindergarten through second grade), Netbooks (class sets for third through sixth grade), and MacBooks (1:1 in seventh and eighth grade).

Students in kindergarten through fifth grade meet once per week in the computer lab with instruction from the technology director; sixth grade meets twice per week; and grades seven and eight meet four times per week.

In kindergarten, students learn the basics of the PC (mouse and keyboard techniques) through the Paint interface; first graders engage Microsoft Word; second graders explore PowerPoint; third graders master their introduction to Excel; fourth graders gain the skills to build their own website; fifth graders develop networking and wifi fluency; and sixth graders build their own computer.

Middle-school students take two trimesters of Information, Media, and Technology (IMT). IMT focuses on using technology as a tool for learning, research, communication, problem solving, collaboration, innovation, and business endeavors. Students learn to analyze and evaluate the credibility and reliability of information from both printed and electronic sources. Students develop the critical thinking skills needed to manage, evaluate, and integrate the flood of information citizens of the 21st century encounter daily.

OTHER CURRICULUM AREAS:

Character

LCA is passionate about the importance of strong character. Each month, there is a school-wide focus on a specific character quality (i.e. attentiveness, generosity, diligence, gratitude) that is taught in classrooms, assemblies, and chapels. In addition, on one day per month, in lieu of homework, families are given Heartwork, a two-page prompt that encourages family discussion about the character quality. Legacy leadership also encourages the community to proactively watch for examples of strong character school-wide through three programs: the Kindness Campaign, Character Caught, and the Positive Playground Award. Students are encouraged with individual rewards or recognition by teachers when they see students exhibiting strong character.

Bible

Students in every grade are taught about the Bible by a seminary-trained teacher. In elementary grades, students have class once per week, and in grades seventh and eighth, students participate within their elective coursework. Students learn the skills of text analysis and application of Scripture. This curriculum marries with LCA Character curriculum so students receive a Biblical definition of character.

3. Instructional Methods and Interventions:

Students at LCA are diverse in their needs and classroom structure; instructional approaches and methods adjust accordingly.

The most advantageous approach to instruction at LCA is the small-group center rotations that occur every day during language arts and math instruction. During the 90-minute block of language arts instruction, students are ability grouped and rotated between the teacher, assistant teacher, and independent work center.

Since the student-teacher ratio is low during a center rotation - ranging between 6:1 to 9:1, depending on grade - teachers can individually differentiate instruction to match the needs of the particular grouping.

For example, in the approaching-grade-level group, the teacher may re-teach the whole group lesson from the day before, whereas with the grade-level group, the teacher may be able to have the students respond in writing to the prior lesson. For the above-grade-level group, the teacher would be able to have them create or evaluate parallel text, or supplement with a non-fiction article, extending learning beyond the lesson. Teachers are equipped with three levels of curriculum; re-teach, reinforce, and extend lessons and worksheets are available for core instruction in reading and math to meet the needs of each group.

An important intervention for differentiation was adopted by LCA in 2011. Depth and Complexity Icons for differentiation, developed by Sandra Kaplan of USC, provide LCA teachers with a visual tool and support for differentiation and tiered lessons. Teachers use icons to represent levels of critical thinking to teach students how to identify the deep and complex thinking processes of detail, pattern recognition, multiple perspectives, and change over time, to name a few.

Icons are utilized in language arts, math, social studies, science and even in the enrichment classes to differentiate instruction. Some students can identify details, for example, in a text about the Revolutionary War, but more advanced students will be able to draw out the big idea or recognize how they could connect “across the disciplines,” which enables students with different abilities to engage with a text as a whole group in a way that each student can contribute. LCA has found the incorporation of Depth and Complexity icons to address the deeper thinking required by the Common Core Standards, and more importantly, to engage and challenge students to think critically and confidently.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Every spring, LCA students take the Stanford Achievement Test (SAT 10). As evidenced in the attached scores, LCA students consistently achieve remarkably-high test scores. LCA students consistently average above 91.5 percent on the basic battery of tests in language arts and mathematics, and many years score in the top 3 percent of the national average. This high level of achievement has become a benchmark that drives the culture of excellence at Legacy.

Soaring SAT 10 scores indicate that LCA is providing students with a challenging, appropriate curriculum with teaching methods that support high levels of learning. The nationally-ranked test allows for LCA students to benefit from nationally-comparative data, rather than limited, ever-fluctuating state test scores.

As national testing has shifted to incorporate the new standards, Legacy has adjusted as well, preparing students for the alignment of the SAT 10 to Common Core Standards. While many schools were reeling from poor test results, LCA's scores remained elevated above CAPE's cut-off scores. Fifth grade, in particular, improved scores in 2014 by 2 percent in reading and 4 percent in math. Similar gains are noted in middle-school grades, with a large 5-percent jump in eighth-grade reading. This can be attributed to detailed analysis of testing data and efforts in curriculum mapping to the standards. Student math scores are consistently higher than language arts by 3 to 7 percent. The most notable trend in LCA's test scores is consistency; all grades cumulatively achieved scores within a 10-percent range over the last five years.

The math scores in LCA's middle school appear to decline when compared to fifth and sixth grade comparable scores. This is attributed to LCA students who test into Algebra I or Geometry at LCA's middle school; SAT 10 tests on general grade-seven and grade-eight math concepts. Therefore, middle school students are taking a cumulative test on material largely learned and reviewed in Legacy's sixth-grade class.

Consistency points to the veracity of LCA's instructional program, but does not hinder efforts to improve. Key areas of growth are identified and strategic measures are taken to ensure continued advancement.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Legacy Christian Academy uses the SAT 10 annually to evaluate school-wide academic achievement, evaluate class groupings, analyze discrepancies in classroom performance, and inform decisions about curriculum and instruction.

LCA sends written results of standardized testing to all parents each spring. Individual results are permanently kept in students' cumulative files. Individual teachers receive class and school-wide results at the beginning of each school year. Test scores are reviewed by the administration and faculty at multiple staff meetings prior to the start of the school year and into the first two months of instruction. Strategic analysis is required for all teachers to determine areas of strength and weakness. This analysis informs instructional methods, curriculum purchases, and a myriad of programmatic improvements. Assessment is vital to the continued improvement of Legacy's academic program.

Test scores are published in marketing documents as a way of informing the community of students' academic achievement. As prospective parents tour the school, they are provided with school-wide scores as a testimony to LCA's academic success.

In addition to the SAT 10 assessment, each teacher tests weekly or after units of study, in all subject areas, and administers benchmark assessments each trimester. Both LCA's math and reading language arts curriculum provide benchmark performance indicators to guide students toward mastery of expected achievement. These assessment expectations are outlined in the grade-level curriculum guide to assist in planning. The director of academic affairs also provides accountability for regular tests, quizzes, and classwork grades to allow for ample data for each reporting period and analysis.

Part VI School Support

1. School Climate/Culture

Embedded in every classroom environment is Legacy's Positive Reinforcement philosophy. Teachers are trained to seek opportunities to encourage students exhibiting strong work habits and character, and to verbally praise students through positive language specific to the children's academic and behavioral choices. Specific praise aimed at student effort is a powerful motivator and cultivates a growth mindset in Legacy students.

Academic growth is supported through differentiated small-group instruction. Differentiation includes vertical acceleration, Icons for Depth and Complexity, and technology-driven software that engages differing learners. This promotes a love of learning because instruction is geared to their zone of proximal development - motivating students intrinsically to reach their academic potential. Recurring incentives also inspire students to reach academic heights. Positive phone calls from teacher to parent are made on a regular monitored basis. Students compete for elite status on the Math or Science Olympiad teams, Math Market Entrepreneur Group, and various academic contests. Other incentives include but are not limited to: awards, honor roll, wristbands, stickers, and lunch with the teacher.

Legacy's chief apparatus for promoting social and emotional growth is its Character Education program. This creates an affirming culture that motivates students to be "caught" doing the right thing. Monthly character traits are taught and reinforced school-wide. As students are "caught" displaying these traits, they are acknowledged in front of their peers and given a tangible reward. Students are encouraged to look for character in others by nominating classmates for "Character Caught" awards. Legacy's principal acknowledges these at Chapel. In addition, Heartwork is assigned monthly to reinforce instruction on character. This parent-child assignment further promotes the school's character development at home.

Teachers benefit as well from this positive, encouraging work environment. Besides competitive salaries, teachers feel valued and supported with the presence of an assistant teacher and eight enrichment teachers. This staffing allows the teacher to receive additional support and allows him/her to focus primarily on teaching the core curriculum. Teachers meet weekly with an academic director and receive support in curriculum implementation and student success. Regular professional development goals are supported by administration.

Exceptional teachers are specifically praised and receive recognition at monthly staff meetings and through the Teacher of the Year Award. In addition, LCA's Legacy Pride Trophy is passed on each month as teachers acknowledge another peer who has inspired them. The year culminates with a lavish Teacher Appreciation Week and Dinner organized by LCA's dedicated volunteer parent committee.

2. Engaging Families and Community

LCA constantly evaluates how students impact the community, both on the Legacy campus and in the greater Santa Clarita Valley. LCA believes that serving the community and helping those in need builds character in the lives of students. That's why all fourth-through-eighth-grade students are required to complete community service hours. LCA's middle school students annually visit the local convalescent home to bring cheer, conversation and snacks to residents. Additionally, LCA has built a strong relationship with local non-profits, communicating upcoming service opportunities to academy families via e-mail.

LCA has found the greatest success with service opportunities that offer a personal connection to a fellow student or family at Legacy. Legacy students have served at Junior Diabetes Walks, Cystic Fibrosis events, Leukemia walks, Crisis Pregnancy Coin Drives, and Jump Rope for Heart. All of these events have had a Legacy student or family that is directly associated with the cause.

While Legacy requires up to 24 community service hours, the primary way that Legacy encourages

localized community involvement is through the student leadership program. LCA's Associated Student Body is comprised of fourth-to-eighth-grade student leaders. Elected representatives are responsible for promoting school spirit, planning fun events and activities, and helping LCA be the best school it can be.

Most notable, however, is Legacy's strategic move to establish a school in Uganda. Legacy Christian Academy Uganda, founded in 2012, is a thriving school largely subsidized by families and friends of Legacy USA. The administrator for Legacy Uganda has visited Legacy USA three times, all at strategic times of the year, and Legacy administrators and teachers have visited Uganda for vision, training and support. LCA classrooms are visited each month by the Legacy Uganda coordinator, and after hearing stories and seeing pictures, students are encouraged to write letters to Ugandan students. Legacy Uganda students make thank-you gifts and write letters back to their sponsor each year to solidify their connection to their American peers.

LCA admits over 75% of its kindergarten enrollment from Sunshine Child Care & Learning Centers, the product of Sunshine's advanced preschool curriculum designed by Legacy founders. LCA remains highly-regarded as a partner in Sunshine's curricular and program decisions. Significant cooperative time is spent ensuring that the preschool curriculum is current and appropriately preparatory; the result of these efforts can be seen in the incoming kindergarten students, who are prepared adequately and above grade level.

Legacy facilitates a relationship with the local public school district and has collaborated on several differentiation workshops and trainings. The LCA team has benefited from the cooperative and helpful leadership of public school friends.

LCA works closely with local colleges to recruit outstanding applicants for placement.

3. Professional Development

All teachers receive systematic, relevant professional development that is tracked, customized and unifying. A written professional development plan gives direction and guides decisions for resources to support teachers' growth in targeted areas. Currently, this plan includes goals for improvements in curriculum mapping, writing strategies, and best practices with instructional technology.

For example, the specifics of Legacy's LEAD goals push faculty to embrace technological advances, emphasize clear communication in writing and speaking, and target a measurable method to meet and exceed state standards. Professional development and resource allocation in the area of technology, Common Core State Standards, and Step Up to Writing have equipped teachers with knowledge and the tools to advance students and accelerate learning.

In recent years, teachers have received training in Depth and Complexity Icons (USC), ST Math (MIND Research), Growth Mindset, Curriculum Mapping, Common Core State Standards, Christian World View, Step Up to Writing, Positive Reinforcement, Character Development, SmartBoard and Elmo technologies, iPad, Google, and various medical, emergency, and professional workplace trainings.

Legacy calendars reflect an emphasis on professional development through weekly collaborative meetings, monthly staff meetings, and annual "student free" days to focus on a targeted area. While teachers are required to attend each meeting, Legacy also compensates all enrichment teachers and assistants to attend specified trainings as well. Legacy recognizes the need for teachers to have personal interaction and team building, so retreats and special treats are planned throughout the year to refresh and unify staff.

While whole staff trainings are a focus of Legacy's professional development plan, individual teachers receive support for their specific interests. LCA's librarian attended a conference for setting up a digital library, online catalog and safe internet searches; a team of teachers observed another school's instructional technology in order to share with colleagues; primary teachers have attended multiple trainings for Rowland Reading Foundation, with LCA hosting an onsite consultant twice per year; and some teachers have attended offsite trainings in the areas of technology, writing, and math.

Classroom teachers are required to have their California Credential, or a master's degree in their content area. As an additional benefit, Legacy provides BTSA mentors and funding for teachers to complete their credential while teaching at Legacy. This benefits teachers and students alike, as teachers receive feedback from a mentor and engage students strategically, as proposed in the BTSA requirements.

Administrators visit and meet regularly with teachers, assistants and enrichment teachers to set goals, provide feedback, and guide paths to professional growth. Legacy's greatest assets are its teachers; administrators consider it their priority to support and encourage them professionally and personally.

4. School Leadership

Legacy is governed by a board of directors, which consists of five individuals who rotate every five years. No more than two parents are allowed on the board at any given time. The board hires a principal who oversees all school operations.

The principal/co-founder is responsible for future development, marketing and overseeing admissions, school operations, personnel, and school finances.

The assistant principal is responsible for managing student discipline and the school environment and oversees faculty performance, parent communications, safety, school grounds, and office operations.

The director of development/co-founder is primarily responsible for marketing and future enrollment. Duties include public relations, marketing strategies, hosting tours, and following up with interested families.

The director of academic affairs and the director of academic instruction are primarily responsible for the success and implementation of the school's curriculum and instructional success. Their primary duties are to select and implement curriculum, assure the delivery of the curriculum, evaluate faculty, and troubleshoot ineffective areas of school instruction.

The director of activities/spiritual life is responsible for all student extra-curricular activities, sports programs, chapels, academic competitions, field trips, special academic and holiday events, and all areas of student life.

This leadership team is supported by two administrative assistants who coordinate office and school operational tasks. Additionally, Legacy employs an additional middle school administrative assistant and a part-time guidance counselor.

The leadership team's primary focus is three pronged: to serve and equip the teachers in the classroom so they can effectively implement instruction; to develop and encourage strong parental relationships; and to love, guide, and invest in each student.

This is evidenced through efforts to foster open relationships with teachers and provide incentives: competitive salaries, flex-schedules, professional development, and tuition assistance for credential coursework. Administrators regularly visit classrooms to evaluate teacher performance, and to intentionally develop a partnership with teachers in their professional growth.

The LCA budget reflects a tremendous focus on student achievement by directing 80 percent of the budget to the classroom and learning environment. Additionally, Legacy is committed to allocating resources towards maintaining a student-teacher ratio of 13:1 in the classroom.

Legacy's strong and straight-forward relationship with parents steered administration towards a decision to develop an updated safety plan that provides parents with an added level of security, and includes preparing students and staff for earthquakes, fires, and an external danger or intruder.

Legacy administration strongly encourages parent involvement throughout the school day, and provides

many activities that promote relationships between teachers and parents to foster student achievement. These activities include: Meet Your Teacher Night, Back to School Night, Parent Conferences, Family Science and Family Art Nights, Thanksgiving Feast, Christmas Programs, Snow Day, VIP/Grandparents' Day, Reading Night, Open House, and Graduations. Each of these events provides ample opportunity for faculty, parents, and students to interact with one another, grow in understanding, and develop relationships.

PART VII - NON-PUBLIC SCHOOL INFORMATION

The purpose of this addendum is to obtain additional information from non-public schools as noted below.

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 No
3. What are the 2014-2015 tuition rates, by grade? (Do not include room, board, or fees.)

2014-2015 Tuition

Grade	Amount
K	\$9650
1	\$10650
2	\$10650
3	\$10650
4	\$10650
5	\$10650
6	\$10650
7	\$11650
8	\$11650
9	\$0
10	\$0
11	\$0
12	\$0

4. What is the educational cost per student? \$9900
(School budget divided by enrollment)
5. What is the average financial aid per student? \$5000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 5%
7. What percentage of the student body receives scholarship assistance, including tuition reduction? 5%

PART VIII - ASSESSMENT RESULTS

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	91	93	94	92	91
Number of students tested	50	48	52	45	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	96	96	95	91	93
Number of students tested	46	51	48	36	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	97	95	97	96	95
Number of students tested	50	48	37	46	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	95	95	96	94	97
Number of students tested	42	29	42	41	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	95	93	95	92	91
Number of students tested	24	31	34	18	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>SAT 10</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	93	90	96	94	89
Number of students tested	30	30	17	12	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	88	87	92	88	92
Number of students tested	50	48	52	45	46
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	89	93	90	89	92
Number of students tested	46	51	48	36	52
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	90	86	92	90	90
Number of students tested	50	48	37	46	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>6</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	89	92	90	90	96
Number of students tested	42	29	42	41	36
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>7</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	88	86	86	90	84
Number of students tested	24	31	34	18	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>SAT 10</u>
Grade: <u>8</u>	Edition/Publication Year: <u>2003</u>
Publisher: <u>Pearson</u>	Scores are reported here as: <u>Percentiles</u>

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	May	May	May
SCHOOL SCORES					
Average Score	88	83	89	90	83
Number of students tested	30	30	17	12	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
SUBGROUP SCORES					
1. Other 1					
Average Score					
Number of students tested					
2. Other 2					
Average Score					
Number of students tested					
3. Other 3					
Average Score					
Number of students tested					

NOTES: