SYNERGY
QUANTUM ACADEMY

Charter Renewal Petition
September 14, 2015
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Assurances and Affirmations

Synergy Quantum Academy (also referred to herein as “Synergy” and “Charter School” and “SQA”) shall:

• Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

• Not charge tuition. (Ed. Code § 47605(d)(1).)

• Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

• Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)¹

• Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)²

• Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

• If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

• Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

• Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

• Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:
  - Charter School is a not for profit entity.
  - Charter School shall maintain a record of financial solvency and sustainability.

¹ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC provisions in this Charter shall no longer apply with the exception of the following:

If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability...
to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.

- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term “resident student” shall mean any student residing within the attendance boundary established by the District for the campus.
Element 1: The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)
Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(c).)

Academic Calendar and Schedules
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

Transitional Kindergarten
Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC Accreditation
If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

English Learners
Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic
core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**Students with Disabilities**

**Federal Law Compliance**

Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Public School Choice Service Plan for Students with Disabilities**

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form (“Assurance Form”). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process.
procedures. Charter School will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

Special Education Program
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).
Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- **End of Year Suspension**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

- **Norm day**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **CBEDS (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropdown (Including Charter Schools)**

- **Monthly SESAC and Suspension data (Including Charter Schools)**

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**
The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
## GENERAL INFORMATION

<table>
<thead>
<tr>
<th>Description</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact person for Charter School is:</td>
<td>Phillip Gedeon</td>
</tr>
<tr>
<td>The contact address for Charter School is:</td>
<td>300 E. 53rd St. Los Angeles, CA 90011</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>323-846-4716</td>
</tr>
<tr>
<td>The proposed address or target community of Charter School is:</td>
<td>300 E. 53rd St. Los Angeles, CA 90011</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>7</td>
</tr>
<tr>
<td>This location is in LAUSD Local District:</td>
<td>Central</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>9-12</td>
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<tr>
<td>The number of students in the first year will be:</td>
<td>583</td>
</tr>
<tr>
<td>The grade level(s) of the students in the first year will be:</td>
<td>9-12</td>
</tr>
<tr>
<td>Charter School’s scheduled first day of instruction in 2016-2017 is:</td>
<td>August 9, 2016</td>
</tr>
<tr>
<td>The enrollment capacity is:</td>
<td>583</td>
</tr>
<tr>
<td>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)</td>
<td></td>
</tr>
<tr>
<td>The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:</td>
<td>Traditional</td>
</tr>
<tr>
<td>The bell schedule for Charter School will be:</td>
<td>8:00 am – 3:15 pm on Mondays, Wednesdays, Thursdays, and Fridays. 8:00 am – 1:15 pm on Tuesdays</td>
</tr>
<tr>
<td>The term of this Charter shall be from:</td>
<td>July 1, 2016 to June 30, 2021</td>
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### Community Need for Charter School

Synergy Quantum Academy was founded by former LAUSD teachers Dr. Barbara Shannon, Dr. Meg Palisoc, and Dr. Randy Palisoc, and opened in 2011-12 serving a little fewer than 400 students in grades 9-11. The Charter School shares a facility with a traditional LAUSD school, Dr. Maya Angelou Community High School, which also opened in 2011-12. Synergy Quantum Academy is one of three charter schools operated by Synergy Academies. The organization also operates an elementary school, Synergy Charter Academy, and a middle school, Synergy Kinetic Academy. When the high school opened in 2011, the vast majority of the students who enrolled in Synergy Quantum Academy did not previously attend a Synergy charter school.

Synergy Quantum Academy is located in the inner city of South Los Angeles in one of the lowest-performing areas of the Los Angeles Unified School District. Within 2 miles of Synergy, out of the 11 high schools that had an Academic Performance Index (API) score in 2013, 10 had a ranking of 1 out of 10, placing them in the bottom 10% of schools statewide. One ranked a 3. Clearly, Synergy’s neighborhood suffers from a severe and systemic achievement gap that engulfs the entire K-12 network and has persisted across generations. The following statistics summarize some of the major demographics of the 90011 zip code, where Synergy is located (based on data from city-data.org):

- 76% of the population have not graduated high school; 14% have a high school diploma or GED; 2% have a Bachelor’s Degree
- 88% of the population’s speak Spanish at home
- 73% of the population rent their homes
- 86% of the population is Latino; 14% is African-American
- 41% of families live below the poverty level
Despite these challenges, Synergy students have made tremendous academic gains. In 2015, Synergy Quantum Academy was recognized as one of the best high schools in the United States by U.S. News and World Report, and received the Bronze award. The graduation rate for the most recent graduating class (2014-15) was 98.6% and 90% will continue their education after high school. The graduates included two Ivy League acceptances (Yale University), a Gates Millennium Scholar, and a Posse Foundation Scholarship. As a science, technology, engineering, and mathematics (STEM) focused high school, we are encouraged that of the 90% of Charter School students continuing their education after high school, 44% are pursuing a STEM major. As illustrated in the graphs below, our internal data indicates that our students come from homes typical of the surrounding neighborhood.
In 2013, Synergy Quantum Academy met its school-wide API growth target and its subgroup targets, and obtained a similar schools ranking of 7. The following graph and table illustrate the most current API data from Synergy Quantum Academy (“SQA”) and the surrounding LAUSD High Schools as well as the surrounding schools’ demographic and performance data from both LAUSD schools and Charter Schools within a 2 mile range, respectively.
## Surrounding Schools Demographic and Performance Data

**Address:** 300 E. 53rd Street, Los Angeles, CA 90011

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2013</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Latino</th>
<th>% African American/Black</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
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<tbody>
<tr>
<td>Santee HS</td>
<td>1258</td>
<td>100</td>
<td>12</td>
<td>30</td>
<td>94</td>
<td>5</td>
<td>636</td>
<td>Y</td>
<td>N</td>
<td>599</td>
<td>1</td>
<td>4</td>
<td>Focus</td>
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<tr>
<td>Jefferson HS</td>
<td>906</td>
<td>100</td>
<td>15</td>
<td>35</td>
<td>91</td>
<td>8</td>
<td>601</td>
<td>Y</td>
<td>N</td>
<td>573</td>
<td>1</td>
<td>3</td>
<td>Watch</td>
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<td>Manual Arts HS</td>
<td>1030</td>
<td>76</td>
<td>13</td>
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<td>81</td>
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<td>627</td>
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<td>592</td>
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<td>MA: Social Justice #1</td>
<td>343</td>
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<td>N</td>
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<td>2</td>
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<tr>
<td>DR: Communica tion &amp; Tech</td>
<td>321</td>
<td>67</td>
<td>11</td>
<td>30</td>
<td>94</td>
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<td>563</td>
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In our most recent publicly published CAHSEE results from the CDE for 2013-14, Synergy surpassed LAUSD’s and the State’s averages with regards to its 10th grade passing rate as described in the chart below.

2013-14 10th Grade First Time Passing Rates

With the exception of our long term English Learners, all of our student sub groups have made gains with regards to their 10th grade passing rates since the Charter School opened. Synergy will be implementing Achieve 3000 and an Algebra I Support class to better support both our long term English Learners and students with special needs. Achieve 3000 accelerates results because it is built to deliver the same grade-appropriate lesson to the entire class, differentiated to the precise needs of each student. Achieve 3000 further supports language growth with a standards-aligned custom curriculum that integrates phonics and fluency practice. Students experience linguistic scaffolds available and teachers have the point-of-use instructional supports needed to enable learning in a wide variety of classroom models. Because of Achieve 3000’s focus on nonfiction science and social studies content as well as academic vocabulary, ELL students do not miss out on essential grade-level, standards-aligned instruction while increasing their literacy and language skills. Achieve 3000 is implemented within the English period. The Algebra I is an intervention course that supplements the core Math class. The class utilizes small group instruction and the ALEKS (Assessment and Learning in Knowledge Spaces) program. ALEKS uses adaptive questioning to quickly and accurately determine exactly what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics s/he is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained. ALEKS courses are very complete in their topic coverage and ALEKS avoids multiple-choice questions. A student who shows a high level of mastery of an ALEKS course will be successful in the actual course s/he is taking.
Many of our 11th and 12th graders choose to take Advanced Placement (AP) courses. In 2014-15, 380 AP Exams were administered to Synergy Quantum Academy students, who chose from the following nine AP Courses: AP US History, AP Language, AP Literature, AP US Government, AP Calculus, AP Statistics, AP Physics, AP Environmental Studies, and AP Spanish. While our passing rate declined to 22% in 2014-15, our participation rate rocketed to 65%. The decline may be attributed to the first year of implementation for AP Language, AP US Government, AP Calculus, and AP Statistics. To increase our passing rates, teachers will continue to offer after school tutoring, one on one intervention, and small group intervention.

The following graph illustrates the most recent published comparative data from the CDE for Synergy Quantum Academy and the surrounding LAUSD high schools (2013-14): Santee, Jefferson, Manual Arts, Maya Angelou #1, Maya Angelou #2, Diego Rivera Communications/Technology (DR Comm/Tech), Diego Rivera Green Design (DR Green Design), Diego Rivera Performing Arts (DR Perf Arts), Diego Rivera Public Service (DR Pub Serv), and Fremont. While Synergy does not boast the highest passing rate, we are proud that we have the highest participation rate, at 28%. It should be noted that some of the schools with the highest passing rates, also have the lowest participation rate.

2013-14 AP Exams

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3 Each of these AP courses are not always offered every year.
Our students are improving on the Scholastic Aptitude Test (SAT) and American College Test (ACT), as well. While only 8% of our students scored at 1500 or above in 2013-14, 22% did so in 2015-16. Our SAT performance in 2013-14 surpassed nine of the surrounding LAUSD schools and equaled two. Our students’ ACT scores also improved, with 15% scoring 21 or above in 2013-14 to 33% in 2014-15. Our 2013-14 ACT data also surpassed five of the LAUSD neighboring schools and two schools fared better (Diego Rivera Public Services and Fremont). SQA will continue to offer Saturday boot camp classes that run for 4 weeks to help our students improve their SAT/ACT scores.

% of Students Who Scored at 1500 or Above on the SAT and 21 or Above on the ACT
The CDE and internal data indicates that our English Learner Reclassification rate was 22.5% in 2013-14 and 17% in 2014-15% and over 70% of those tested have achieved a score of Advanced (A) or an Early Advanced (EA).

### 2013-14 CELDT Data

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### 2014-15 CELDT Data

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### Student Population To Be Served

Synergy Quantum Academy serves students in grades 9-12. Of these students, 97% are Latino and 3% are African American; 9% receive special education services; 16% are English Learners; and 96% are socio-economically disadvantaged. The following is our 5-year enrollment plan:

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### Goals and Philosophy

Synergy Quantum Academy’s overall program goals are as follows:

- To teach a stimulating and academically rigorous 9th through 12th grade standards-based and research-based college-preparatory curriculum that meets the University of California’s A-G requirements.
- To provide a strong foundation in STEM.
- To raise student achievement by enabling students to become self-motivated, competent, and lifelong learners.
- To develop critical thinkers and problem solvers.
- To empower families to take an active role in their children’s education.
- To serve as a model school that leads the charge towards eliminating the achievement gap.
All of these goals combined enable all students, including academically low-achieving students, to become self-motivated, competent, and lifelong learners because they provide a solid foundation in academic content knowledge from which the students can build upon by continuing their education through college and beyond. They provide critical thinking and problem solving strategies so that students feel competent in solving different problems they may encounter throughout their lives. They empower students’ families with tools to help their children continue their learning outside of Synergy Quantum Academy, and they motivate students to continue learning because the students will have a real-life, tangible, model school that will prove that all students can achieve and compete academically. All students, including academically low-achieving students, will have equal access to all of Synergy Quantum Academy’s programs because Synergy Quantum Academy’s goal is to eliminate the achievement gap for educationally disadvantaged students. The reason Synergy Quantum Academy exists is to serve the needs of educationally disadvantaged students and to prove that these students can pursue the high standards set by the Common Core State Standards.

These goals also align with the mission of Synergy Academies, which is to create and share solutions that eliminate the achievement gap by implementing a holistic approach to education, believing in collective accountability, and sharing best practices through professional collaboration. Our vision is to create model STEM schools that will empower students to be the next generation of problem solvers.

Our STEM model is rooted in solving problems using critical thinking, communication, and perseverance. We believe in a STEM education that will:

CREATE PROBLEM SOLVERS: When applied properly, a STEM focused curriculum can make a big difference in how our future leaders see the world, and solve problems. STEM is a philosophy grounded first and foremost in the solutions of problems from a multi-faceted and inter-disciplinary perspective. It is our belief that a STEM-based education will equip our students with the skills and mindset needed to persevere beyond high school whichever path they use.

CREATE INFORMED CITIZENS AND CONSUMERS: As citizens, we are increasingly asked to make informed decisions on issues ranging from health care to energy policy that affect ourselves, our families, and our communities. Having an understanding of scientific concepts and the ability to understand and apply this knowledge is essential.

CONTRIBUTE TO A STEM WORKFORCE: STEM job creation over the next 10 years will outpace non-STEM significantly. Jobs in computer systems design and related services are projected to grow 45 percent in the near future. People in STEM fields can expect to earn 26 percent more money in a lifetime on average and be less likely to experience job loss. The STEM degree holders also tend to enjoy higher earnings overall, regardless of whether they work in STEM or non-STEM occupations. A STEM curriculum may inspire some students to pursue careers in STEM.

At Synergy, we implement STEM using and integrated approach infusing a problem solving mindset throughout the curriculum in all subjects (see graphic on next page). We also have a specific focus on each of the four subjects:

SCIENCE: Students study physical, life, and earth sciences and understand the key concepts and principles within these disciplines and how they are interrelated. They use inquiry strategies to investigate and understand the natural world and use the processes that scientists use to obtain and revise knowledge. Students apply knowledge gained through the sciences by identifying human needs and concerns and engage the problem solving mindset to formulate possible answers.
TECHNOLOGY: Students will learn the appropriate skills and applications to be productive users of technology as well as gain the basic knowledge to understand the processes that created the technology they are using. They will understand the interdependency of technology and other disciplines and the relationships and impacts that technology has on individuals, society, and the environment. Learning focuses on seven key areas: Creativity & Innovation, Communication & Collaboration, Research & Informational Fluency, Critical Thinking, Problem Solving & Decision Making, Digital Citizenship, and Technology Operations & Concepts.

ENGINEERING: Students will engage in hands on activities and problem/project based learning that mirrors the eight practices of professional engineers: Defining Problems, Developing and Using Models, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Using Mathematical and Computational Thinking, Designing Solutions, Engaging in Argument from Evidence, and Obtaining, Evaluating, and Communicating Information.

MATH: Using the Common Core State Standards to guide instruction, students will gain both a conceptual understanding of key concepts and procedural skills and fluency in calculations. Once students have a solid foundation of conceptual understanding with speed and accuracy, they should use math in situations that require mathematical knowledge through application.
SYNERGYSTEM
Engineering thinking with a problem-solving mindset

COMMUNITY Students can use the problem-solving mindset to improve their school culture, local community, and their own behavior. This mindset will enable them to positively impact the environment around them.

ENGLISH LANGUAGE ARTS Students gain the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas. They conduct research and analyze and create a range of print and text in a variety of media forms.


IMPROVE. Rethink. Adapt. Listen. Analyze.


MATHEMATICS Students use foundational math skills and apply them to real-world applications. They can look at a problem and see a variety of approaches to solving it, and can explain why solutions will work or fail.

HUMANITIES Students analyze several sources to gain historical and cultural perspectives in a variety of subjects, and can apply these critical thinking skills to analyze any problem they encounter.

SCIENCE Students design and conduct scientific investigations, and use the results to make real-world applications and generate further questions. They use appropriate tools and techniques to gather, analyze, and interpret data.
What It Means to Be an Educated Person in the 21st Century
In the 21st century, we live in a time of ever-increasing complexity. However, it is becoming easier to see that people can increase their ability to compete in society as well as to contribute to it by furthering their education. In addition to becoming problem solvers, Synergy Quantum Academy’s educational goals for its students are to become educated persons who have:

1. **A well-rounded education** – Students need the basic literacy skills of listening, speaking, reading, and writing. They must have basic math skills, think algebraically, and engage in problem solving. They should have a solid foundation in the four core curricular areas of language arts, mathematics, history-social science, and science.

2. **The ability to work independently and as part of a team** – Educated persons are self-motivated, self-directed, and self-reliant individuals who can pursue an area of inquiry on their own. They also have the social, collaboration, and communication skills necessary to work with others as part of a team.

3. **The ability to be developers and creators and not just users and consumers** – We live in an information age and students need the ability to use information from various sources, ranging from the Internet to living and breathing people. However, leaders don’t just use and consume, but can also develop and create. For example, students need the ability to read a book, but they also need to know how to author their own works.

4. **The opportunity to attend a four-year university or to pursue whatever educational path they choose** – Educated persons are lifelong learners and should possess the skills and traits necessary to further their education by attending the four-year university of their choice. Although educated persons should have that choice, they may or may not exercise their option and should be free to pursue whatever educational path they choose.

How Learning Best Occurs
Learning best occurs:

1. When effective teaching occurs.
2. In safe environments that encourage risk-taking and learning from mistakes. This builds students’ self-confidence and self-reliance and encourages them to try new approaches.
3. When instructional time is maximized and idle time is minimized.
4. When learning is scaffolded. Students can learn concepts that are quite complex as long as they have a solid framework and foundation to build upon.
5. When parents are actively involved. Parents are first and foremost their children’s teacher at home and they must be actively involved in their children’s learning.

Synergy Quantum Academy’s instructional methodology and philosophy brings together the best of different pedagogies. Synergy Quantum Academy believes in setting high expectations for all students and in using multiple teaching strategies and scaffolded standards-based lessons to educate diverse learners. As described later in the petition, the different aspects of Synergy’s foundational approaches provide opportunities to educationally disadvantaged students that were not previously available to them. They also contribute to educational reform for all students in general (not only within the Charter School community), as the foundational approaches and key strategies build upon the existing educational infrastructure, are transferable to other schools, and have a high degree of replicability.
Synergy Quantum Academy’s Schoolwide Learner Outcomes, listed below, describe our goals for enabling students to become and remain self-motivated, competent, lifelong learners.

**Students demonstrate STEM knowledge by:**
- Adapting to technological evolution.
- Modeling real world problems with mathematics and technology.
- Completing successfully four or more semesters of technology and/or engineering courses.
- Engaging in instruction and project-based opportunities to achieve mastery.
- Demonstrating technological and media literacy proficiency by completing a yearly culminating collaborative presentation.

**Students demonstrate PERSEVERANCE by:**
- Engaging in continual reflection.
- Exhibiting a growth mindset.
- Creating, monitoring and completing their educational plan.
- Advocating for themselves and seeking resources for academic success.

**Students demonstrate CRITICAL THINKING by:**
- Applying reading, writing, listening and speaking strategies to real world situations.
- Listening and comprehending information, including paying attention, taking notes, and reporting accurately what was presented.

**Students demonstrate verbal, written and technical COMMUNICATION by:**
- Being persuasive, analytical, confident, clear, succinct, and professional.
- Being able to do scholarly research and discern credible sources.
- Articulating ideas in a formal presentation within class discussions.
- Being confident and able to support their ideas and point of views.

**Students demonstrate PROBLEM SOLVING by:**
- Decoding the question -- to understand what the question is asking; to examine what type of solution is needed; to determine what additional information is required.
- Analyzing the problem and/or scenario from multiple viewpoints to determine a solution path.
- Recognizing and appreciating the possibilities of multiple paths to solution(s).
- Using tools appropriately to synthesize their findings and develop a coherent product.
- Justifying assertions with factual, data and/or textual evidence.
- Reflecting on the validity of their product – does my answer make sense?
LCFF STATE PRIORITIES

GOAL #1

Goal: Ensure all students attain proficiency in the current content standards and graduate college and career ready.

Related State Priorities:
☐ 1  ☐ 4  ☐ 7
☐ 2  ☐ 5  ☐ 8
☐ 3  ☐ 6

Local Priorities:

Specific Annual Actions to Achieve Goal

• Attract and retain quality teachers.
• Add intervention classes for ELA and Math with classroom support.
• Provide after school intervention for students not meeting grade level standards and AP Boot Camp.
• Use relevant computer software to enhance curriculum and provide benchmark testing.
• Provide professional development and training opportunities in effective instructional strategies for all students and sub groups.
• Provide 2 Instructional Coaches to support all teachers in providing effective instruction.

Expected Annual Measurable Outcomes

Outcome #1: Percentage of students and subgroups scoring proficient or advanced on the California Assessment of Student Performance and Progress (CAASPP) will increase.

Metric/Method for Measuring: Percentage of students scoring proficient or advanced on the CAASPP.

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**Outcome #2:** Reclassified Fluent English Proficient (RFEP) rate will be equal to or higher than LAUSD.  
**Metric/Method for Measuring:** RFEP rate

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**Outcome #3:** Percentage of students passing CAHSEE as 10th graders will increase.  
**Metric/Method for Measuring:** 10th grade CAHSEE results

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### Outcome #4: Percentage of students and subgroups passing AP exams will increase

**Metric/Method for Measuring:** Percentage of students scoring 3 or higher on AP exams.

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### Outcome #5: Percentage of students and subgroups graduating in 4 years meeting A-G requirements will increase.

**Metric/Method for Measuring:** Percentage of students graduating in 4 years meeting A-G requirements.

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GOAL #2

Goal: Ensure access to rigorous and relevant learning tools, resources, and skills, for all staff and students.

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Specific Annual Actions to Achieve Goal

- Purchase/lease iPads and laptops to support student learning.
- Purchase textbooks, other books and learning materials to support student learning.
- Provide field trips that will connect classroom learning with real world applications.
- Maintain a STEM Director to implement and support Project Lead The Way (PLTW).
- Maintain an IT Manager and assistant to support with technology use and implementation.
- Provide an Assistant Director of Instruction, Lead Teachers and Beginning Teacher Support and Assessment (BTSA) support providers to mentor and train new teachers.

Expected Annual Measurable Outcomes

**Outcome #1:** Percentage of students and subgroups scoring proficient or advanced on the CAASPP will increase.

**Metric/Method for Measuring:** Percentage of students scoring proficient or advanced on the CAASPP.
**Outcome #2**: RFEP rate will be equal to or higher than LAUSD.

**Metric/Method for Measuring**: RFEP rate

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**Outcome #3**: Percentage of students passing CAHSEE as 10th graders will increase.

**Metric/Method for Measuring**: 10th grade CAHSEE results

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Outcome #4: Percentage of students and subgroups passing AP exams will increase

**Metric/Method for Measuring**: Percentage of students scoring 3 or higher on AP exams.

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Outcome #5: Percentage of students and subgroups graduating in 4 years meeting a-g requirements will increase.

**Metric/Method for Measuring**: Percentage of students graduating in 4 years meeting a-g requirements.

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### GOAL #3

**Goal:** Cultivate a positive school culture and system of supports for students’ personal and academic growth.

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**Related State Priorities:**
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- ☐ 2
- ☐ 3
- ☐ 4
- ☐ 5
- ☐ 6
- ☐ 7
- ☐ 8

**Local Priorities:**
- ☐
- ☐

### Specific Annual Actions to Achieve Goal

- **Maintain an Assistant Director of Student and Family Services (ADSFS), Dean of Students and Athletics, and College Counselor.**
- **Provide parent empowerment workshops and professional development opportunities for ADSFS.**
- **Provide field trips and other incentives to students for attendance and academic growth.**
- **Provide student activities to build a positive school culture, including summer bridge and student clubs.**
- **Provide clean and welcoming facilities for both students and families.**
- **Provide part time social work and counseling interns.**

### Expected Annual Measurable Outcomes

**Outcome #1:** Maintain an attendance rate of 95% or higher.

**Metric/Method for Measuring:** Attendance rate of enrolled students.

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### Outcome #2: Maintain a suspension rate of less than 5%.
**Metric/Method for Measuring:** Percentage of students suspended.

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<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
</tr>
<tr>
<td>Latino Students</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
</tr>
<tr>
<td>Students of Two or More Races</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
<td>&lt; 5%</td>
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</table>

### Outcome #3: Maintain an expulsion rate of less than 1%.
**Metric/Method for Measuring:** Percentage of students expelled.

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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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</tr>
<tr>
<td>English Learners</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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</tr>
<tr>
<td>Foster Youth</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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</tr>
<tr>
<td>Students with Disabilities</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
<td>&lt; 1%</td>
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<tr>
<td>African American Students</td>
<td>&lt; 1%</td>
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<td>&lt; 1%</td>
<td>&lt; 1%</td>
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<tr>
<td>Latino Students</td>
<td>&lt; 1%</td>
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<tr>
<td>Students of Two or More Races</td>
<td>&lt; 1%</td>
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</tbody>
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### Outcome #4: Parent participation in school-led meetings and trainings will be greater than 50%.
**Metric/Method for Measuring:** Percentage of parents attending school meetings and events.

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<thead>
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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
</tr>
<tr>
<td>English Learners</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
</tr>
<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
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</tr>
<tr>
<td>Foster Youth</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
<td>&gt;50%</td>
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</tr>
<tr>
<td>Students with Disabilities</td>
<td>&gt;50%</td>
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<td>&gt;50%</td>
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<td>&gt;50%</td>
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<tr>
<td>Latino Students</td>
<td>&gt;50%</td>
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</tbody>
</table>
Instructional Design

Synergy Quantum Academy models its instructional philosophy after the high performing Achievement First schools and Uncommon Schools on the east coast. Additionally, Synergy Quantum Academy embodies the successful transferable instructional practices of the organization’s elementary school, Synergy Charter Academy, which was able to take students who historically performed in the bottom 10-20% statewide and catapult them to perform among the top 10% statewide. Synergy Quantum Academy’s stimulating and academically rigorous standards-based 9th through 12th grade instructional program is site-based and all classes have approximately 25-35 students. The Charter School operates during a traditional school year of 180 days. All core subjects in each grade will be taught by a highly-qualified teacher as mandated by the Elementary and Secondary Education Act (ESEA). Teachers use a variety of whole group instruction, small group instruction, individual instruction, and independent practice. Synergy Quantum Academy meets the required minimum instructional minutes required of charter schools.

While Synergy Quantum Academy’s instructional practices do not subscribe to any single school of thought, we focus our efforts on bringing together the best of all available pedagogy for our students’ needs. Furthermore, learning is not limited to the classroom, as students also go on field trips to gain first-hand experience of concepts in such areas as science, history-social science, and the arts. The specific programs, resources, and materials that are used for each subject area will be further detailed later in Element 1.

Synergy teaches a complete, standards-based curriculum that promotes two foundational instructional approaches:

1. Building Literacy and
2. Building Numeracy
These approaches help Synergy’s students develop a strong foundation in reading and math so that they can engage in higher-level critical thinking and grade-level content standards in all subject areas.

Synergy promotes these foundational instructional approaches by implementing four key strategies:

1. Focus on Fluency
2. Focus on Academic Language
3. Focus on Schemas
4. Focus on Time on Task

Together, Synergy’s foundational approaches and key strategies will help Synergy’s students achieve three main goals of becoming:

1. Problem Solvers
2. STEM Leaders
3. Lifelong Learners

Synergy Quantum Academy uses four key strategies to teach a stimulating and academically rigorous 9th through 12th grade standards-based curriculum:

1. **Focus on Fluency** – The Southern Region Educational Board (“SREB”) recently published a report entitled *A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States*. The report stated, “SREB strongly believes that improving middle grades and high school students’ reading comprehension skills is the most important action states and schools can take to improve achievement in all subjects.” Synergy believes that focusing on fluency is a key component to improving comprehension, and there is much research evidence supporting this assertion. For example, according to the Center for the Improvement of Early Reading Achievement (“CIERA”), “Fluency is important because it provides a bridge between word recognition and comprehension.” It allows readers to focus on meaning because they do not have to concentrate on decoding words. Building fluency will be important because many of the students in Synergy Quantum Academy’s targeted area are reading below grade level. Therefore, Synergy Quantum Academy builds upon the success that Synergy Charter Academy and Synergy Kinetic Academy have been able to achieve in significantly improving students’ reading abilities so that they can access grade-level text in all curricular areas. Additionally, Synergy expands the concept of “fluency” beyond the realm of reading into other content areas such as writing and mathematics.

2. **Focus on Academic Language** – In order to help students gain confidence on academically demanding tasks, they must have a high degree of comfort with the academic language that these tasks require. This comes through consistent exposure and practice using academic language, both written and verbal. It is thus the teacher’s responsibility to use lessons and practice sessions to imbue students with rich, academic language so that they can perform well on academically demanding tasks. This is especially important in high school because we want to prepare our students for college-level work. An example of having all students focus on academic language, including English Learners, is Synergy’s approach of using cognates to teach higher-level vocabulary that students may encounter in their high school courses. Cognates are words in two languages that share a common linguistic origin. Many cognates in English and Spanish are quite obvious. Some of these obvious English and Spanish cognates are adult
and adulto, captain and capitán, and class and clase. Additionally, Synergy teaches cognates that are not as obvious. For example, the academic word “terrestrial,” which means, “of, on, or relating to the earth,” may be very intimidating to an English Learner who is more comfortable speaking Spanish. However, teaching cognates, which builds upon English Learners’ prior knowledge, can help students realize that the English word “terrestrial” has a linguistic connection to the Spanish word “tierra,” which means, “land or earth.” In this way, English Learners will see that their knowledge of their primary language is to be valued because it helps them learn academic language in English.

3. **Focus on Schemas** – Schemas are useful because they are concrete conceptual patterns that students already have in their minds that help them make sense of the world around them. Teachers in all subjects will tie the rigorous high school curriculum to students’ prior knowledge (schemas) in order to make the content standards more accessible, especially to students who enter high school significantly below grade level. For example, in a chemistry class, if a student is having difficulty understanding the difference between a solute and solvent, a schema that provides a concrete picture is the example of washing one’s hands. In the hand-washing example, the solute is the dirt on one’s hands, and the solvent is the water that dissolves the dirt. Using this schema makes it easier to tap into prior knowledge (that students understand how to wash their hands) and makes academic content (the difference between a solute and solvent) more accessible. Another example of how accessing students’ schemas can be powerful in learning college-preparatory material is in teaching algebraic thinking and notation to help students to understand mathematical concepts in all math strands.

4. **Focus on Time on Task** – Since “time” is a valuable but limited resource, we must make very efficient use of it. Time on Task, according to Synergy’s founders, necessitates that students have time for hands-on learning and practice. It is analogous to a piano student who becomes accomplished by spending substantial time practicing and actually playing the piano keyboard. It is also akin to John Dewey’s Learning by Doing theory. Time on Task is applicable in all curricular areas and it also necessitates that students are always mentally engaged in either a lesson or in practice. Lessons and practice sessions should be well paced and instructionally efficient. Also, idle time and transition time should be minimized. A unique aspect of Synergy’s schools is that they do not rely on a longer school year or on a significantly longer school day in order to obtain high academic outcomes. These results are attributable to Synergy’s focus on Time on Task in which teachers and students learn how to make more efficient use of instructional time.

As mentioned earlier, Synergy Quantum Academy’s instructional methodology and philosophy brings together the best of different pedagogies. Synergy Quantum Academy believes in setting high expectations for all students and in using multiple teaching strategies and scaffolding standards-based lessons to educate diverse learners. Additionally, the different aspects of Synergy’s foundational approaches provide opportunities to educationally disadvantaged students that were not previously available to them. They also contribute to educational reform for all students in general (not only within the charter school community), as the foundational approaches and key strategies build upon the existing educational infrastructure, are transferable to other schools, and have a high degree of replicability.
Rationale for Instructional Methodology

Research and empirical evidence by a wide variety of sources support Synergy Quantum Academy’s stimulating and academically rigorous educational program. One important aspect of Synergy Quantum Academy’s instructional methodology is the direct instruction model as described by Jeanne S. Chall in the book, *The Academic Achievement Challenge (2000).* In the direct instruction model, a structured and sequenced curriculum is delivered and there is an emphasis on knowledge and skills. The direct instruction model is important because the vast majority of students reach higher levels of achievement under this model, especially when the students come from low socio-economic backgrounds. Bruce Joyce, Marsha Weil, and Emily Calhoun also describe a direct instruction model in the book, *Models of Teaching (2014).* It describes the phases of a direct instruction lesson as consisting of 1) Orientation, 2) Presentation, 3) Highly Structured Practice, 4) Guided Practice, and 5) Independent Practice. Direct Instruction is most commonly observed when students are being introduced to a new concept or skill but may be integrated with any number of other instructional approaches in a given unit or lesson. For example, teachers may use direct instruction to prepare students for an activity in which the students work in cooperative learning groups on a project with guidance and coaching from the teacher as needed. Teachers may also take a problem solving approach (explained earlier) to introduce a concept and allow for students to gain background knowledge or to have students apply concepts and skills learned to a greater depth of knowledge. This balance of instruction is dependent upon what is being taught and allows for students to formulate knowledge in a variety of ways.

Synergy Quantum Academy’s English program will address the elements of effective literacy programs as outlined in the 2009 report, *A Critical Mission: Making Adolescent Reading an Immediate Priority in Southern Regional Education Board (SREB) States.* Synergy believes that improving students’ reading comprehension skills is indeed critical to their success in all subject areas. As explained in the report, “Reading with comprehension defines learning in every subject – including mathematics and the sciences.” In fact, subject-area teachers are best qualified to help their students master texts in each course by using direct, explicit instruction in how to read, learn and analyze information in key fields, including mathematics, science, social studies and career/technical studies. Mastering these skills helps students prepare for texts they will encounter in college, the workplace, and in making medical, financial and family decisions. Additionally, the report points out the dire consequences of students’ reading problems. The report states, “Too many students begin to fall behind in reading after they leave the early grades. By ninth grade, many struggling readers are destined to become high school dropouts.” SQA teachers use a variety of strategies to teach reading comprehension including the following that are explained in Robert Marzano’s *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction (2007):*

- Using graphic organizers and non-linguistic representations
- Generating questions
- Summarizing and note taking
- Cooperative learning
- Setting Objectives and providing feedback
- Generating and testing hypothesis
- Using questions, cues, and advanced organizers

Even if poor readers complete high school and get into college, the consequences of their poor reading skills continue to follow them into adulthood. The report states, “In addition, a federal study of college transcripts
shows that two-thirds of college students whose reading skills were so weak that they were required to take remedial reading courses also had to take remedial courses in subjects such as English and mathematics. ‘Deficiencies in reading skills… significantly lower the odds of a student’s completing any [college] degree,’ concluded the study’s lead researcher, Clifford Adelman.”

The trend mentioned above of poor readers not completing college is especially troubling because as the report states, “For the first time, more than two-thirds of new U.S. jobs require some type of postsecondary education, according to an Educational Testing Service report.” Thus, the consequences of poor reading are no longer just a quality of education issue, but a quality of life issue as well.

As the report A Critical Mission suggests, reading problems (low reading comprehension), academic problems (low overall achievement), and life problems (dropping out) that many high school students face can be traced back to struggles that they had in the early grades that were never adequately addressed. If these problems are not addressed, the consequences compound year after year, creating a daunting barrier that is very difficult to overcome. Additionally, the report states, “Although formal reading instruction stops after the early grades for most public school students, many researchers now realize that it should continue through high school.” Fortunately, Synergy Academies has long ago realized the importance of strong reading skills, and it has much experience in helping its students achieve higher levels of literacy. For the past several years, Synergy has followed the recommendations outlined in both the Reading First and the Reading Next initiatives. Reading First, a U.S. Department of Education initiative, emphasizes the five research-based factors that most influence reading success. Although Reading First is an elementary school initiative, Synergy Quantum Academy still anticipates the need to implement the initiative’s proven research-based strategies since many students in our target area are behind in reading by several grade levels, as described earlier. The five research-based factors emphasized by Reading First are shown in the table below and are described in detail by CIERA in the publication, *Put Reading First*.

As a natural extension of the Reading First initiative, Synergy Quantum Academy follows the elements of effective adolescent literacy programs shown below that are described by Reading Next, a Carnegie Corporation initiative. In perfect accord with Synergy’s approach, the Carnegie Corporation explained that “the elements are often synergistically related, and the addition of one element can stimulate the inclusion of another.” Also, as evidence of Synergy Academies’ sound approach, these elements of effective adolescent literacy programs also accurately describe the reading curriculum used on Synergy’s successful elementary campus.

Synergy Quantum Academy’s writing activities are supported by the National Commission on Writing in America’s Schools and Colleges (established by the College Board), who published a report entitled *The Neglected ‘R’: The Need for a Writing Revolution*. The commission developed a research-based philosophy that, “American education will never realize its potential as an engine of opportunity and economic growth until a writing revolution puts language and communication in their proper place in the classroom.”

In the research article, *Learning to Read and Write: A Longitudinal Study of 54 Children from First Through Fourth Grades*, Connie Juel (Professor, Department of Curriculum and Instruction, University of Texas at Austin, 1988) described the Simple Views of Reading and Writing and described the close interrelationships between reading and writing (i.e., good readers with more frequent reading experiences had better story ideas for their writing and had better story structures and vocabulary to express those ideas). This support’s Synergy’s
foundational approach of Building Literacy in order to strengthen students’ abilities in all subject areas, including writing across the curriculum.

Furthermore, Doug Lemov’s book, *Teach Like a Champion: 49 Techniques that Put Students on the Path to College*, will serve as Synergy’s main source for concrete, effective teaching strategies that support both Synergy’s foundational instructional approaches and its key strategies. For instance, the book describes the importance of teaching foundational skills such as “how to use a chisel” in order to eventually teach students how to create a masterpiece (using higher level skills) with the “chisel” such as Michelangelo’s Statue of David. The book also describes 49 specific instructional techniques that are mainly focused on how to effectively teach at the middle and high school levels.

To further improve instructional practices, Synergy also uses the book, *Applying the Science of Learning* by Richard E. Mayer. The book has three major sections, which deal with the science of learning, the science of instruction, and the science of assessment. Each section gives a theoretical framework and practical advice that are grounded in research. For example, the book describes three stores of memory – sensory memory, working memory, and long-term memory. It goes on to describe how although sensory memory and long-term memory have large capacities, working memory is limited. According to George Miller, as described in the book, working memory is limited to seven plus or minus two bits of information. According to another researcher, N. Cowan, the number is three to five bits of information. If this number is exceeded, it puts a strain on working memory and can lead to memory loss. For this reason, ten-digit phone numbers, which exceed the working memory capacities described by both Miller and Cowan, are not written as long strings of numbers such as 3232338559. Instead, telephone companies have long broken down phone numbers in a way that people can remember much more easily, such as (323) 233-8559. Therefore, the classroom implication is that teachers need to structure their lessons in understandable chunks or segments as well as leave out extraneous information from their lessons. Mayer’s book provides numerous other practical examples of how teachers can improve their instructional designs as well as assist students to improve their study habits.

**Social Justice**

Synergy Quantum Academy utilizes the social justice framework used by the Principal Leadership Institute at the University of California, Los Angeles (UCLA) when seeking to contribute to educational reform. Social justice is a mindset and framework for thinking about achieving equality in education and in society in general.

According to Dr. Neil Schmidt and Dr. Robert Cooper at the Principal Leadership Institute at UCLA, reform efforts may overlook the fact that “issues confronting urban public schools are inextricably connected to the historical, social, economic, and political conditions of the urban environments in which they are embedded.” Consequently, they argue that educational innovations often fail because macro level issues are not taken into consideration. Invoking a social justice framework enables the examination of the injustices that have occurred in our urban public school systems. Invoking a social justice framework also allows the envisioning of schools as POSITIVE Agents of Change that mitigate social injustice.

Individuals included in the research base for social justice include Jeanie Oakes, Kevin Welner, Susan Yonezawa, and Ricky Lee Allen, whose research article, *Norms and Politics of Equity-Minded Change: Researching the “Zone of Mediation”*, describes how neutral strategies that only attempt to change practices but that do not attempt to change beliefs end up falling short. They assert that it is important to not only change practices but to also attempt to shape people’s beliefs and expectations. Thus, Synergy Quantum Academy
Synergy Quantum Academy hopes to not only help change instructional practices but to also help shape people’s beliefs and to raise people’s expectations of educationally disadvantaged students.

Synergy Quantum Academy seeks to be an Institutional Agent in the community. In a Harvard Educational Review article entitled, A Social Capital Framework for Understanding the Socialization of Racial Minority Children and Youth, Ricardo D. Stanton-Salazar described those who work in schools (teachers, administrators, etc.) as Institutional Agents who have the resources and capacity to build up the social capital of others. For example, in the article, Transforming Urban Schools Through Investments in Social Capital, Pedro Noguera described how urban schools can be transformed through investments in social capital and discussed how schools can help build the social capital of parents by giving them a meaningful voice in governance, thus helping to change the misconceptions that parents are incapable of decision-making.

By invoking a social justice framework, Synergy Quantum Academy not only helps to transform instruction, but it seeks to make the School a center of the community as described by Belinda Williams in the book, Closing the Achievement Gap: A Vision for Changing Beliefs and Practice. In that book, Williams described how researchers Wang and Kovach provide support for making schools the center of the community. They point out, “Narrowly conceived plans and commitments that focus only on schools will not solve the growing problems that must be addressed to ensure the success of the many children and youth who have not fared well under the current system of service delivery.”

Synergy Quantum Academy will help to serve as a center of the community by forming relationships with other educational stakeholders in the community (parents, non-profit organizations, businesses, etc.), thereby pooling and leveraging resources and addressing the community’s needs together.

Synergy Quantum Academy believes that social justice can be implemented in a POSITIVE manner within a standards-based curriculum. For example, students can:

- write a persuasive essay, and/or
- deliver a formal presentation in the form of a speech that states a clear position in support of a proposal related to addressing a current matter of injustice, supports their position with relevant evidence, follows a simple organizational plan, and addresses readers’ and/or audience members’ concerns.

By taking this POSITIVE approach, social justice can be used as a vehicle for applying classroom skills in a real-life situation, and it gives students an opportunity to be agents of meaningful change who contribute to society.

Again, Synergy Quantum Academy will invoke a social justice framework because research has shown that neutral strategies that focus only on changing practices but that do not attempt to change beliefs end up failing short (Oakes, et al.).

**Curriculum and Instruction**

Synergy Quantum Academy teaches an academically rigorous and college-preparatory ninth through twelfth grade curriculum that is aligned to the Common Core State Standards and the California state standards. Generally, to obtain a diploma, students will be required to satisfy A-G requirements, as set forth in the Charter
Petition. A-G requirements set forth the minimum standards for admission to the California State University (CSU) and University of California (UC) colleges. Because the prescribed course of study may not accommodate the needs of some students, the Charter School shall provide alternative means for the completion of prescribed courses in accordance with State and federal law and the Charter School’s graduation policy. While Synergy Quantum Academy teaches a well-rounded curriculum that includes the content standards for English Language Arts, mathematics, history/social science, science, world language, and visual and performing arts, it also places a special emphasis on science, technology, engineering, and math (STEM).

Synergy Quantum Academy selects curriculum on the basis of the program’s ability to help students meet or exceed the Common Core State Standards for California public schools. Additionally, the materials and programs are evaluated periodically and may be changed or augmented as deemed necessary by the Charter School’s staff, so long as the replacement materials or supplementary materials contribute meaningfully to students’ pursuit of meeting or exceeding the State standards.

Synergy Quantum Academy’s key strategies are aligned to the content standards as adopted by the California State Board of Education and as posted by the California Department of Education.

Below is an outline of the recommended curriculum offered at Synergy Quantum Academy. At a minimum, Synergy Quantum Academy students will complete 240 credits (180 core curriculum credits and 60 other credits) in order to graduate.

Synergy Quantum Academy Graduation Requirements & Course Sequence

<table>
<thead>
<tr>
<th>Subject Requirement</th>
<th>Synergy Graduation Requirement</th>
<th>UC and CSU Admission Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>History/Social Sciences – A*</td>
<td>3 years – 30 credits</td>
<td>2 years</td>
</tr>
<tr>
<td>Geography</td>
<td></td>
<td>1 year World History</td>
</tr>
<tr>
<td>Big History</td>
<td></td>
<td>1 year U.S. History or one-half</td>
</tr>
<tr>
<td>World History</td>
<td></td>
<td>year U.S. History and one-half</td>
</tr>
<tr>
<td>Honors World History</td>
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<td>year of Government</td>
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<tr>
<td>US History</td>
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<td></td>
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<tr>
<td>Government &amp; Economics</td>
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<td></td>
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<tr>
<td>AP History</td>
<td></td>
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<tr>
<td>AP Government</td>
<td></td>
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<tr>
<td>English – B*</td>
<td>4 years – 40 credits</td>
<td>4 years</td>
</tr>
<tr>
<td>English 9</td>
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<td>English 1</td>
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<td>Honors English 9</td>
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<td>English 2</td>
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<tr>
<td>English 10</td>
<td></td>
<td>English 3</td>
</tr>
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</table>

4 Classes offered may change from year to year depending on student interest, teacher availability, and Master Scheduling. Core courses are marked with an asterisk (*); everything else is not core.

5 Synergy’s graduation requirements are the number of years and credits identified for each subject below. The individual courses listed under each year/credit designation may change from time to time, but the graduation requirements remain the same.
<table>
<thead>
<tr>
<th>Honors English 10</th>
<th>Honors English 11</th>
<th>English 4</th>
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<tbody>
<tr>
<td>English 11</td>
<td>AP Language &amp; Composition</td>
<td>English 12</td>
</tr>
<tr>
<td>Honors English 11</td>
<td>English 12</td>
<td>AP Literature &amp; Composition</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mathematics – C*</th>
<th>3 years – 30 credits</th>
<th>3 years (4 recommended)</th>
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<tbody>
<tr>
<td>Algebra 1</td>
<td>Geometry</td>
<td>Algebra 1</td>
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<td>Geometry</td>
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<td>Algebra 2</td>
<td>Pre Calculus</td>
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<tr>
<td>Pre Calculus</td>
<td>AP Calculus</td>
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</table>

<table>
<thead>
<tr>
<th>Science – D*</th>
<th>3 years – 30 credits</th>
<th>2 years (3 recommended)</th>
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<tbody>
<tr>
<td>Integrated Science</td>
<td>Biology</td>
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<td>Chemistry</td>
<td>Physics</td>
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<tr>
<th>Language other than English – E*</th>
<th>2 years – 20 credits</th>
<th>2 years (3 recommended)</th>
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<tbody>
<tr>
<td>Spanish 1(Native or Non-Native)</td>
<td>Spanish 2 (Native or Non-Native)</td>
<td>2 years in a Single language</td>
</tr>
<tr>
<td>Spanish 3 (Native or Non-Native)</td>
<td>AP Spanish Language</td>
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<tr>
<th>Visual &amp; Performing Arts – F*</th>
<th>1 year – 10 credits</th>
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<tbody>
<tr>
<td>Music Appreciation</td>
<td>Choir</td>
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<tr>
<td>Piano Keyboards</td>
<td>Computer Graphic Design</td>
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<thead>
<tr>
<th>College Prep Elective – G*</th>
<th>2 years – 20 credits</th>
<th>1 year (must fall within A-F)</th>
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<tbody>
<tr>
<td>College and Career Seminar</td>
<td>Creative Writing</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>Engineer Your World</td>
<td></td>
</tr>
<tr>
<td>Exploring Computers</td>
<td>Intro to Art History</td>
<td></td>
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<tr>
<td>Intro to Engineering Design</td>
<td>Leadership Development</td>
<td></td>
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<tr>
<td>Piano Keyboards</td>
<td>Any additional year of an A-F course</td>
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<table>
<thead>
<tr>
<th>Engineering/ Technology Electives</th>
<th>20 credits</th>
<th>Not Required by UC or CSU.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Engineering Design (IED)</td>
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</tbody>
</table>
Community Service:
Synergy Quantum Academy students, in partial fulfillment of graduation requirements, are expected to complete a minimum of 40 hours of community service, approximately 10 hours per year. Parents and students are informed of this requirement and what is considered acceptable community service at orientation over the summer and in the Parent/Student Handbook. Updates of individual student community service hours are included in end of the semester grade checks and parent letter notifications are sent home. Students are informed of upcoming acceptable community service opportunities via the weekly advisory announcements, flyers mailed home in our monthly mailing, and students also receive the information via the remind text program and their “we are synergy” email accounts.
## Sample Comprehensive Course List

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>9th grade</th>
<th>10th grade</th>
<th>11th grade</th>
<th>12th grade</th>
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<tbody>
<tr>
<td></td>
<td>1st Semester</td>
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<td>1st Semester</td>
<td>2nd Semester</td>
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<td>ELA</td>
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<tr>
<td></td>
<td>English 9**</td>
<td>Honors English 9**</td>
<td>English 10**</td>
<td>Honors English 10**</td>
</tr>
<tr>
<td>Math</td>
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<tr>
<td></td>
<td>Algebra I**</td>
<td>Algebra I Support*</td>
<td>Geometry**</td>
<td>Algebra II**</td>
</tr>
<tr>
<td></td>
<td>Geometry**</td>
<td>Algebra II**</td>
<td>Geometry**</td>
<td>Algebra II** Pre-Calculus**</td>
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<tr>
<td>History-Social Science</td>
<td>Geography**</td>
<td>Big Picture History**</td>
<td>World History**</td>
<td>Honors World History**</td>
</tr>
<tr>
<td>Science</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>Integrated Science**</td>
<td>Biology**</td>
<td>Physiology**</td>
<td>Chemistry**</td>
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<td>Physiology**</td>
<td>Chemistry**</td>
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<td>Spanish 2 or 3 Native**</td>
<td>Spanish 2 or 3 Native** AP Spanish**</td>
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<tr>
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<td>Spanish 1 Non Native**</td>
<td>Spanish 1 or 2 Non Native**</td>
<td>Spanish 2 or 3 Non Native**</td>
<td>AP Spanish**</td>
</tr>
<tr>
<td>Visual &amp; Performing Arts</td>
<td>Choir**</td>
<td>Music Appreciation**</td>
<td>Choir**</td>
<td>Music Appreciation**</td>
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<td></td>
<td>Computer Graphic Design**</td>
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<td>Computer Graphic Design**</td>
<td>Computer Graphic Design**</td>
</tr>
<tr>
<td>Engineering/Technology Electives</td>
<td>Exploring Computers**</td>
<td>Computer Graphic Design**</td>
<td>Exploring Computers**</td>
<td>Engineering Your World**</td>
</tr>
<tr>
<td></td>
<td>Computer Graphic Design**</td>
<td>Exploring Computers**</td>
<td>Computer Graphic Design**</td>
<td>Engineer Your World** IED** IED Computer Science**</td>
</tr>
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<td>Other Electives</td>
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<td></td>
<td>Algebra I Tutorial*</td>
<td>ASB*</td>
<td>Art History**</td>
<td>Piano Keyboards**</td>
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<tr>
<td></td>
<td>English 9 Composition*</td>
<td>Cultural Studies*</td>
<td>Piano Keyboards**</td>
<td>ASB*</td>
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<tr>
<td></td>
<td>Health*</td>
<td>Creative Writing**</td>
<td>Leadership Development**</td>
<td>ASB*</td>
</tr>
<tr>
<td></td>
<td>Associated Student Body (ASB)*</td>
<td>Credit Recovery**</td>
<td>Cultural Studies*</td>
<td>Leadership Development**</td>
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<tr>
<td></td>
<td>Physical Education (PE)*</td>
<td>PE*</td>
<td>Film Studies*</td>
<td>Cultural Studies*</td>
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<td>Yearbook*</td>
<td>Film Studies*</td>
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<tr>
<td></td>
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<td></td>
<td>Creative Writing**</td>
<td>Yearbook*</td>
</tr>
<tr>
<td></td>
<td></td>
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<td>Credit Recovery**</td>
<td>Creative Writing**</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>PE*</td>
<td>Credit Recovery**</td>
</tr>
</tbody>
</table>

* Satisfies Synergy Graduation requirements  
** Satisfies Synergy Graduation requirements and A-G requirements
English Language Arts

As described in detail earlier in *A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States*, Synergy believes in the SREB recommendation of developing students’ reading comprehension skills and making it the number one priority in middle school and high school because reading defines learning in every subject. If reading is not made the number one priority, the report describes that by ninth grade, struggling readers are destined to become high school dropouts.

Further, as the report explains, most public school students do not receive formal reading instruction after the early grades, but researchers and educators now realize that it should continue through high school. The reason for this is that the type of reading required in school evolves as students get older. In the early grades, much of the focus is on reading narrative texts. However, as students enter middle school and high school, the type of reading focuses more and more on non-fiction texts, which requires different reading strategies that should be explicitly taught. This is why reading instruction should continue into high school.

The various English Language Arts materials are carefully selected in order to accomplish the goals of the English Language Arts curriculum, which are to develop:

1. fluent readers,
2. skilled writers,
3. confident speakers, and
4. thoughtful listeners.

In line with the California State Board of Education’s requirements, the standards are not altered for English Learners because doing so would deny EL students the opportunity to achieve the standards. Instead, support is given to them so that they may meet the standards. For example, teachers will use Specially Designed Academic Instruction in English (“SDAIE”) to help make content more comprehensible. Teachers will also use peer-to-peer tutoring and realia, scaffolded lessons, will break down assignments into more manageable parts, and will use graphic organizers, among other strategies. Also, reading, writing, listening, and speaking will be taught in the context of a rich, substantive core curriculum.

Overall, Synergy Quantum Academy’s balanced literacy program will tap into different students’ interests and learning modalities by providing them with experiences with rigorous textbook reading, independent reading of entire fiction novels, and reading of a variety of classic literature such as poems and dramas as well as access to non-fiction text. Summary descriptions of the English courses that may be offered at Synergy Quantum Academy are listed below.

**English 9 and Honors English 9**

English 9 and Honors English 9 are challenging, literature-based courses aligned with the California Common Core and content standards. Designed to begin students for the preparation of college-level reading and writing, this course emphasizes development of the following skills: reading comprehension, vocabulary development, including root words and acquisition of SAT and CAHSEE (if applicable) content area vocabulary, response to and analysis of literature, formal writing skills, including clarity and concision within various essay structures, and active speaking and listening strategies. Students will read a variety of genres and analyze texts through historical context, themes, literary devices and rhetorical devices. They will produce a variety of written work,
including reflective reading journals, scripts, autobiographical pieces, research, persuasive, analytic, and compare and contrast essays.

The purpose of English 9 and Honors English 9 is to equip students to:

- Demonstrate the ability to read and comprehend a wide range of grade-appropriate fiction and non-fiction texts.
- Within a wide range of mediums and styles, communicate clearly and concisely through discussions, oral presentations, and the written word.
- Think critically and synthesize information by successfully completing group and individual projects and assignments.
- Understand personal, relational and societal issues through reading, writing, pair-shares, whole-class discussions, oral presentations, and essays.
- Write consistent, and cogent essays that support theses with relevant evidence, effectively convey information from primary and secondary sources, and utilize a clear and logical organizational structure.
- Demonstrate proper usage and control of English grammar in oral and written communication; increase use understanding and use of academic vocabulary.
- Increase their skills in reading, writing, speaking and listening by at least one grade level per academic year until they reach grade level proficiency standards.
- Read and conduct in-depth analyses of a variety of grade appropriate nonfiction and fiction texts. They will formulate oral and written arguments about these texts.
- Develop their vocabulary through study of Greek and Latin root words and vocabulary from the texts. They will distinguish between the denotative and connotative meanings of words.
- Identify literary devices such as metaphor and imagery and literary concepts such as speaker, plot, and irony. They will analyze the impact of the author’s style and diction upon the reader, tone, mood, and theme.
- Respond to and create relevant research questions while examining primary and secondary sources and share their conclusions in written and oral forms.
- Interpret literary texts through their cultural and historical context.
- Compose texts of at least 1,500 words that combine persuasive, reflective, expository, research and analytic strategies. Students will follow the distinct stages of the writing process: prewriting, drafting, revising, editing, and final draft presentation and publishing. They will produce original analyses through critical thinking, support their conclusions with relevant evidence, and express their ideas clearly, fluently, and succinctly.
- Utilize Modern Language Association (“MLA”) style citations and proper academic formatting of final drafts.
- Infer themes from the texts and gather relevant evidence from the texts that support these themes. Students will also relate these themes to their own lives, history, or current societal issues through discussion, paragraphs writing, and essays using standard English conventions.
- Increase their skills in reading, writing, speaking and listening by at least one grade level per academic year until they reach grade level proficiency standards.
- Read and conduct in-depth analyses of a variety of grade appropriate nonfiction and fiction texts. They will formulate oral and written arguments about these texts.
- Develop their vocabulary through study of Greek and Latin root words and vocabulary from the texts. They will distinguish between the denotative and connotative meanings of words.
• Identify literary devices such as metaphor and imagery and literary concepts such as speaker, plot, and irony. They will analyze the impact of the author’s style and diction upon the reader, tone, mood, and theme.
• Respond to and create relevant research questions while examining primary and secondary sources and share their conclusions in written and oral forms.
• Interpret literary texts through their cultural and historical context.

English 10 and Honors English 10
English 10 and Honors English 10 are rigorous college preparatory courses designed to continue preparing students for college. Students will read novels, shorts stories, dramas, poetry, and nonfiction to analyze literature in terms of theme, literary devices, author’s point of view, and rhetorical devices. They will draw inferences, understand historical influence, and evaluate aesthetic qualities of style. They will expand their vocabulary and listening and speaking skills within the context of literature. They will demonstrate research techniques and an ability to write with an understanding of audience and purpose. Throughout the year, they will produce a variety of writings including reading journals, character studies, speeches, creative pieces, compare and contrast, analytical, expository, narrative, reflective, persuasive and research essays.

The goal of English 10 and Honors English 10 courses is to introduce students to a variety of texts and writing situations so they will be able to:
• Communicate clearly and coherently in writing and orally within a range of media and styles.
• Read and comprehend a wide range of fiction and nonfiction in grade appropriate materials.
• Solve problems and think critically by effectively completing challenging group and individual projects and assignments.
• Understand the complexities of global and societal issues through reading, writing, discussion, and oral and multimedia presentations.
• Write clear and concise essays that support thesis with evidence, convey information from primary and secondary sources, and distinguish between relative values of ideas.
• Read critically from a variety of whole texts and excerpts and respond to them both orally in writing.
• Analyze literary works in terms of the critical cultural and historical influences.
• Analyze the author’s use of style and literary devices, such as irony, metaphor and simile, in terms of the impact on the reader. They will identify the speaker, tone, point of view, and other literary characteristics and analyze literary works in these terms.
• Understand the importance of diction form the point of view of the author as well as the reader. They will apply these same choices in their own writings. They will continue to develop written and oral vocabulary through their knowledge of word roots and will pay close attention to diction.
• Generate relevant research questions as they read and evaluate texts in terms of credibility.
• Write multi-paragraph autobiographical, analytical, compare and contrast, reflective, persuasive, expository, and cause and effect essays. They will understand and practice all stages of the writing process: prewriting, drafting, revising, editing, and final draft presentation and publishing. They will generate and express their own ideas with clarity, coherence, conciseness, precision, and fluency in both written and oral communication.
• Complete a research project and synthesize the ideas researched, using MLA format.
• Respond to literature in written form. They will use appropriate sensory details and citations and support their ideas through detailed analysis of the text.
• Develop their own theme in an essay and distinguish between the points of lesser and greater importance to their argument or point of view.
• Write and speak using standard English conventions. They will discern the differences between phrases and clauses and understand and use appropriate sentence structures.
• Structure ideas and arguments both orally and in writing in a logical, coherent, and persuasive way and support their ideas with precise and relevant examples.
• While completing assignments, students will receive instruction in analysis, grammar usage, structure, and composition. They will be guided through the distinct stages of the writing process: prewriting, drafting, revising, editing, final draft presentation, and publishing.

**English 11**
The English Language Arts course for eleventh grade is dedicated to the study of American literature from the colonial period to the late twentieth century. Because much of the early American literature is nonfiction (e.g. diaries, letters, sermons, almanacs, speeches, and foundational documents), there are many opportunities to analyze historical and informational texts. Students will be able to visualize—and appreciate—the fluid relationship between fiction and nonfiction. Throughout the year, students will have several opportunities to establish connections between literature and history, art, and other subjects. Writing assignments will consist of both creative and analytical essays, where they compare the treatment of a given theme in works from varying genres. Building on their writing skills from previous years, students will become acclimated to the integration of multiple sources and perspectives into their work, reading literary criticism, and constructing longer, more complex essays. To build appreciation for the sounds and cadences of American literature, students will continue to recite poems and speeches—and refine their expressive delivery. By the end of the year, students will have a solid foundation in American literature, and will be ready to branch out into European literature, which they study in English 12.

The goal of the English 11 course is to introduce students to a variety of texts and writing situations. Students will strengthen their ability to:

• Communicate arguments clearly and coherently both orally, and in writing within a range of media and styles.
• Read and comprehend the fluid relationship between fiction and nonfiction through grade appropriate materials.
• Develop critical thinking and problem solving skills through effective completion of both individual and group projects.
• Understand the complexities of historical, global, and societal issues.
• Write clear, concise writing assignments that contain a strong thesis, and are thoroughly supported with evidence from multiple sources (primary, secondary).
• Read critically from a variety of whole texts and excerpts and respond to them both orally in writing.
• Analyze literary works in terms cultural and historical influences.
• Analyze the author’s purpose, and use of style (in terms of impact on the reader). Students will be able to aptly identify speaker, tone, point of view, and other literary characteristics.
• Understand the importance of diction, from the author’s point of view. They will apply these same choices in their own writing. They will continue to develop written and oral vocabulary through their knowledge of word roots.
• Generate relevant research questions as they read and evaluate texts in terms of credibility.
• Write multi-paragraph autobiographical, analytical, compare/contrast, reflective, persuasive, expository, and cause/effect essays. They will understand, practice, and execute all stages of the writing process: prewriting, drafting, revising, editing, final draft presentation, and publishing. They will present arguments with clarity, coherence, conciseness, precision, and fluency in both written and oral communication.

• Complete a research project and synthesize ideas researched, using MLA format.

• Respond to literature in written form. They will use appropriate citations, and support their ideas through detailed analysis of the text.

• Develop the ability to construct written arguments regarding theme(s) across different literary works. Students will be able to aptly support all claims with examples based on textual evidence.

• Write and speak using standard English conventions. They will be able to discern differences between phrases and clauses, and understand how to use appropriate sentence structures.

• Structure ideas and both oral and written arguments in a logical, coherent, and persuasive way. Again, always supporting ideas with precise and relevant examples.

• When completing assignments, students will receive instruction in analysis, grammar usage, structure, and composition. They will be guided through the distinct stages of the writing process: prewriting, drafting, revising, editing, final draft presentation, and publishing.

**English 12**

English 12 is a rigorous college preparatory course designed to continue preparing students for college. Students will read novels, shorts stories, drama, poetry, and nonfiction to analyze literature in terms of theme, rhetorical devices, and author’s purpose. They will draw inferences, understand historical influence, and consider the author’s political and philosophical stance. They will expand their vocabulary and listening and speaking skills within the context of literature. They will demonstrate research techniques and an ability to write with an understanding of audience and purpose. Throughout the year, they will produce a variety of writings including reading journals, character studies, speeches, creative pieces, and compare and contrast, analytical, expository, narrative, reflective, persuasive and research essays.

The goal of the English 12 course is to introduce students to a variety of texts and writing situations. Students will strengthen their ability to:

• Communicate clearly and coherently in writing and orally within a wide range of media and styles.

• Read and comprehend a wide range of fiction and nonfiction in grade-appropriate materials.

• Resolve problems and learn to think critically by completing group and individual projects and assignments.

• Understand the complexities, including the ambiguities, of global and societal issues through reading, and express this understanding through writing, discussion and oral/multimedia presentations.

• Write essays analyzing literary works in terms of genre/subgenre, characters, author’s use of literary devices such as tone, point of view. Students will evaluate writings in philosophical, political, and historical terms, supporting arguments with citations in MLA format.

• Students will read critically from a variety of complete texts and excerpts in British Literature and respond to them both orally and in writing. They will address issues of theme, culture, and historical events shaping the literature. They will compare these works previously read and will form and deliver points of view about these texts.
• Use the features of literary genres, including satire, parody, irony, and allegory to analyze literary works. They will also synthesize information from varied sources to evaluate literary works, using evidence from texts to support their claims.
• Analyze the author’s use of style and literary devices, such as imagery, personification, and figures of speech in terms of the impact on the reader. They will identify symbols and archetypes uses in a work and explain how they are used.
• Become more facile with vocabulary. They will understand and form their own analogies. They will trace the etymologies of words through the roots and affixes and will continue to develop a rich written and oral vocabulary.
• Write multi-paragraph autobiographical, reflective, persuasive, cause and effect, compare and contrast, and research essays with understanding of the constructs of English and manuscript format. Students will continue to generate and express their own ideas with clarity, coherence, conciseness, precision, and fluency in both written and oral communication. The will complete a historical investigation and present the information in both multimedia and written forms.
• Write in an authentic tone, employing devices such as repetition, parallelism, and analogy to engage the listener or reader. The writing will be structured in a logical and precise manner, while utilizing sophisticated devices to sustain the reader’s attention. Their original work will demonstrate an understanding of the audience and literary techniques.
• Respond to literature in written form. They will analyze works and the author’s stylistic devise in terms of the impact on the reader. They will relate the texts to themselves and to the world. These essays will include research, historical research, fictional narratives, and expository responses.

**AP English Language and Composition**

The purpose of this course is to help students “write effectively and confidently in their college courses across the curriculum and in their professional and personal lives” (from The College Board). The course is organized according to the requirements and guidelines of the current *AP English Course Description*, and, therefore, students are expected to read critically, think analytically, and communicate clearly in both writing and speech.

AP English Language and Composition is a college-level course examining rhetoric as “the art of finding and analyzing all the choices involving language that a writer, speaker, reader, or listener might make in a situation so that the text becomes meaningful, purposeful, and effective for readers or listeners, and examining the specific features of texts, written or spoken, that cause them to be meaningful, purposeful, and effective for readers or listeners in a situation” (David Jolliffe, AP exam creator). Therefore, students will become mature and sophisticated consumers and creators of a variety of texts. By the end of the course, students will understand:

• what they read: the main point or thesis, the occasion or context, the author’s motivation for writing, the tone and style;
• how a text is created to develop meaning and purpose including genre, organization, paragraphing, syntax;
• the relationship of the text’s creation to its accomplishment, the purpose of academic intellectual prose, its meaning and effect;
• how to articulate their analysis of what they read; how the organizational structure, diction, syntax, imagery, figurative language flesh out the meaning of a text;
how to create, develop and support an argument, acknowledging the complexities and nuances of important issues that adults argue about in contemporary intellectual circles;
how to become good citizens through awareness of public discourse issues
how to enter into a conversation with sources and develop a thesis and argument or exposition by synthesizing these conversations into their own writing;
how to analyze and incorporate their analysis of visual texts into their writing;
effective research skills and proper MLA citation;
how to read a question, so they know exactly what and how to approach it;
how to enhance their vocabulary as a means to effective writing; how to grapple with archaic prose strategies necessary for success on the AP English Language and Composition exam.

Students should become aware of how writers' linguistic choices create effective writing and achieve stylistic effects as well as how to effectively incorporate many of these techniques into their own writing.

**AP English Literature and Composition**
The AP English Literature Writing Course is designed and taught thematically with an emphasis on archetypal core readings and more modern selections that illuminate and expand upon the themes. The AP English Literature and Writing course closely follows the curricular requirements described in the *AP Course Description* including the fundamentals of literary analysis and beginning level college composition. Each week students will discuss modes of writing including interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students will read a great deal of classic, sophisticated world literature from sixteenth century to contemporary times. We will use the Prentice Hall Literature-The British Tradition (New Jersey: Pearson Education, 2002) anthology as well as the Perrine’s Literature-Structure, Sound and Sense (Arp and Johnson, eds. New York: Harcourt 2012). Many novels, plays, and numerous poems will be studied as well. The course will concentrate on the experiences of literature, the interpretation of literature, the evaluation of literature, and writing to develop stylistic maturity.
Mathematics

Mathematics is an important gatekeeper to science and therefore, a student’s success or lack thereof in mathematics determines the type of science courses she or he takes in high school and ultimately in college. We offer an intensive course in mathematics where students will not only learn the basics but also prepare to begin their study of Algebra within their first year at our School. For those students who come to us behind in mathematics, a second math class may be offered so that they can reach the goal of completing Algebra within their first year. For students who come to us with a solid foundation in Algebra, we offer Geometry, Algebra II, Pre–Calculus, AP Calculus. Our model follows the traditional pathway outlined by the CCSS.

Since algebra is the **language** of mathematics, Synergy Quantum Academy strongly believes in promoting algebraic thinking and notation. Synergy Quantum Academy believes that some textbooks do not go far enough in helping students truly understand algebraic thinking and notation to help students master ALL strands of mathematics (not just the algebra and functions strand). When some people think of “algebra,” they conjure up frightening images of struggling with obscure, incomprehensible formulas that they had to memorize in middle school and high school. This makes it difficult for some people to understand that research shows that even young students can and should be taught to reason algebraically. Students are often sheltered and “protected” from thinking algebraically until they are much older and are not even given an opportunity to use algebraic reasoning as a means of truly understanding mathematical concepts in general.

The challenge then is, “How do we teach high school students to think algebraically in a way that is not intimidating to them?” Synergy Quantum Academy will use its third key strategy – Building Schemas – to nurture algebraic thinking in order to deepen mathematical understanding in all math strands. A **schema** is a conceptual pattern that students already have in their minds that helps them think about abstract concepts. Therefore, the Schema Approach is a method that makes it easier for students to understand the more abstract **language of algebra** by leveraging the prior concrete understandings, or schema, that they already have in their minds.

By taking advantage of students’ schemas, students more easily gain algebraic thinking and notation skills. This way, when students come across word problems, they can take an **algebraic** approach instead of resorting to guessing. Many times, when students are presented with a word problem, they don’t know whether to add, subtract, multiply, or divide the numbers in the question because they don’t understand the relationships between the numbers. When it comes to students for whom thinking algebraically does not come intuitively, guessing on word problems is a rampant problem that hinders true understanding and leads to frustration and a dislike of mathematics. Understanding algebra solves this dilemma, as algebra is all about numerical relationships.

Summary descriptions of the Math courses that may be offered at Synergy Quantum Academy are listed below.

**Algebra I**

This course offers a comprehensive look at algebraic concepts including algebraic foundations, functions and relations, equations, linear equations and functions, polynomials, rational expressions and functions, inequalities, systems of equations and inequalities, radical expressions and functions, quadratic equations and functions, absolute value equations and inequalities, and probability and data analysis. The course emphasizes critical thinking and problem solving, using various methods of reasoning and justification, and understanding
numeracy and computations. The course sets a solid foundation for entry and completion of Geometry and Algebra 2, as it presents basic concepts that are expanded upon in later levels of mathematics.

Algebra 1 is needed to prepare for the CAHSEE (if applicable) and meets the Algebra requirement for graduation. A necessary requirement for all students intending to take any higher mathematics or science classes, this course is an introduction to the foundations of algebra, basic language and symbolism needed for advanced work in mathematics. Major emphasis is placed on critical thinking and problem-solving, using various methods of reasoning and justification, as well as understanding numeracy and computation. Algebra 1 sets a solid foundation for entry and completion of Geometry and Algebra 2, as it presents basic concepts that are expanded upon in later levels of mathematics.

Goals and Objectives
Algebra 1 coursework will include a thorough understanding and application of:

- Write, solve, and graph linear and quadratic equations
- Understand monomial and polynomial expressions, inequalities, exponents, functions, rational expressions, ratio and proportion
- Understand the practical applications and real-world uses of algebra

Students will be able to:

- Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
- Understand and use such operations as taking the opposite, reciprocal, taking a root, and raising to a fractional power.
- Solve equations and inequalities involving absolute values.
- Simplify expressions before solving linear equations and inequalities in one variable
- Solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- Graph a linear equation and compute the \( x \)- and \( y \)-intercepts
- Verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
- Understand the concepts of parallel lines and perpendicular lines and how those slopes are related.
- Solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically.
- Add, subtract, multiply, and divide monomials and polynomials.
- Apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- Simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- Add, subtract, multiply, and divide rational expressions and functions from concept to computation.
- Solve a quadratic equation by factoring or completing the square.
- Apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- Understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- Determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
• Determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.
• Know the quadratic formula and are familiar with its proof by completing the square.
• Use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
• Graph quadratic functions and know that their roots are the x-intercepts.
• Use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x-axis in zero, one, or two points.
• Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
• Use and know simple aspects of a logical argument

Students completing this course will have developed the following skills through the implementation of the material:
• Oral and written communication skills
• Professionalism, work ethic, and academic behavior
• Critical thinking and problem solving
• Teamwork, collaboration, interpersonal skills, and awareness
• Respect for diversity, values, and norms
• Leadership and personal responsibility
• Creativity and innovation
• Self-Direction, independent study, and lifelong learning
• Ethics, justice, and social responsibility
• Information technology application
• Analysis, reasoning, justification, interpretation, and objectivity
• Precision and accuracy
• Accepting critical feedback
• An understanding of the significance of Algebra 1 in their daily lives

Once a student is enrolled at Synergy Quantum Academy, initial assessments and transcripts determine if the student needs to take Algebra I, or can enroll in Algebra II.

**Geometry**
Geometry is a college preparatory course that expands upon concepts learned in Algebra 1 and Algebra 2. Reviews of algebraic and geometric concepts are integrated throughout the course. Emphasis will be placed on abstract and logical thinking skills, problem solving skills, and understanding of postulates, theorems, and definitions. This course sets a solid foundation for entry and completion of Advanced Math and other higher-level advanced math courses.

A college prep course, Geometry offers a comprehensive look at geometric concepts including basic concepts of two and three-dimensional figures, proofs, parallel and perpendicular lines, congruence and similarity, the coordinate plane, trigonometry, surface area, volume, and transformations. The course stresses abstract and logical thinking through inductive and deductive reasoning, formal logic, and proof. Number and algebraic concepts are used extensively throughout the course by exposure to problem-solving skills and processes. An understanding of postulates, theorems, and definitions will be interwoven through all strands of the course.
Technology, such as computer graphing programs, graphic calculators, will be utilized frequently as problem-solving and learning tools.

Course Goals and Objectives
Geometry coursework will include a thorough understanding and application of

- Reading, writing, listening, asking questions, thinking, and communicating about math will develop and deepen students’ understanding of mathematical concepts.
- Reading and analyzing text, data, tables, and graphs with comprehension and understanding.
- Writing should be detailed and coherent, with correct mathematical vocabulary.
- Using problem-solving skills: choosing how to approach a problem, explaining reasoning, and checking results.
- Writing to explain answers, justifying mathematical reasoning, and describing problem-solving strategies.

Students will be able to:

- Reinforce, deepen, and extend students’ understanding of elementary geometry concepts by organizing them into an axiomatic system.
- Present geometric concepts using a variety of approaches (e.g., Euclidean, coordinate, transformational),
- Connect algebra and geometry by applying algebra to geometric problems,
- Develops students’ ability to reason logically, and provides numerous opportunities for applying geometry in everyday and aeronautical situations.
- Read, write, listen, ask questions, think, and communicate about math concepts
- Read text, data, tables, and graphs with comprehension and understanding.
- Write detailed and coherently, using correct mathematical vocabulary.
- Write to explain answers, justify mathematical reasoning, and describe problem-solving strategies.
- Use inductive reasoning to solve problems.
- Illustrate the relationships between the angles formed by parallel lines, giving precise measurements for each angle.
- Demonstrate the ability to determine interior and exterior angles for any convex polygon.
- Demonstrate knowledge of triangles by performing geometric proofs
- Illustrate the properties of seven specific quadrilaterals, with special detail given to parallelograms.
- Set up and solve proportions dealing with similar polygons
- Use the three basic trigonometry functions, cosine, sine, and tangent to solve for missing angles or sides.
- Calculate the area and volume of three-dimensional figures.
- Find the measures of arcs and angles related to the circle. Find the length of chords, parts of tangents, or parts of secants using formulas.
- Locate images of figures by reflection, translation, dilation, mapping, and glide transformations.

Students completing this course will have developed the following skills through the implementation of the material:

- Oral and written communication skills
- Professionalism, work ethic, and academic behavior
- Critical thinking and problem solving
- Teamwork, collaboration, interpersonal skills, and awareness
- Respect for diversity, values, and norms
- Leadership and personal responsibility
Algebra II

Algebra 2 is a college preparatory course that expands upon concepts learned in Algebra 1 and Geometry. Reviews of algebraic and geometric concepts are integrated throughout the course. Emphasis will be placed on abstract thinking skills, the algebraic solution of problems, probability and data analysis, coordinate geometry and trigonometry and the families of functions; including quadratic, linear, exponential, logarithmic, radical and rational functions. This course sets a solid foundation for entry and completion of Advanced Math and other higher-level advanced math courses.

Algebra 2 is a college preparatory course designed to build on student’s knowledge of Algebra 1 and Geometry. Student will be introduced to a variety of concepts and strategies to increase their understanding and to make connections with mathematic concepts that they have already learned. In alignment with the goals of mathematical requirements, students will be able to;

- Review their understanding of functions and examine many different types of functions, including the properties of those functions.
- Examine linear systems learned in Algebra 1 and know how matrices can be used to solve these systems.
- Extend quadratic functions and explore the broader category of polynomial functions.
- Recognize and evaluate complex numbers.
- Extend their understanding of sequences and series, including summation notation.
- Explore two new types of functions; power functions and radical functions.
- Examine exponential and logarithmic functions in depth.
- Analyze Rational functions
- Study quadratic relations in the form of conics – parabolas, circles, ellipses, and hyperbolas.
- Communicate mathematical concepts clearly and coherently in writing and orally within a range of media and styles.
- Read and comprehend content appropriate materials.
- Solve problems and think critically by effectively completing challenging group and individual projects and assignments.

Throughout this course emphasis is placed on student’s realization of mathematics not only as the theoretical study of patterns and relationships but also as a language to make sense of mathematical symbols. Finally, the benefit students will gain by taking Algebra 2, is to develop abstract thinking skills and an understanding that algebraic thinking is a powerful tool that can be used to model and solve real-world problems. This course sets a solid foundation for entry and completion of Advanced Math and other higher math courses and therefore, presents concepts that will be expanded upon in higher levels of mathematics.

Course Goals and Objectives
Algebra 2 coursework will include a thorough understanding and application of:

- Reading, writing, listening, asking questions, thinking, and communicating about math will develop and deepen students’ understanding of mathematical concepts.
- Reading and analyzing text, data, tables, and graphs with comprehension and understanding.
- Writing should be detailed and coherent, with correct mathematical vocabulary.
- Using problem-solving skills: choosing how to approach a problem, explaining reasoning, and checking results.
- Writing to explain answers, justifying mathematical reasoning, and describing problem-solving strategies.

Students will be able to:

- Recognize and graph polynomial, rational, and algebraic functions.
- Solve equations and inequalities by examining their graphs and interpret situations as functions in graphs, formulas, and words.
- Extend the number system by defining complex numbers, relating them to the real numbers, and using them to solve quadratic equations.
- Understand and use the binomial theorem for positive integer powers.
- Understand and use the concepts of negative and fractional exponents.
- Understand the concepts of logarithmic and exponential functions. Students will be able to graph exponential functions and solve problems of growth and decay.

Students completing this course will have developed the following skills through the implementation of the material:

- Oral and written communication skills
- Professionalism, work ethic, and academic behavior
- Critical thinking and problem solving
- Teamwork, collaboration, interpersonal skills, and awareness
- Respect for diversity, values, and norms
- Leadership and personal responsibility
- Creativity and innovation
- Self-Direction, independent study, and lifelong learning
- Ethics, justice, and social responsibility
- Information technology application
- Analysis, reasoning, justification, interpretation, and objectivity
- Precision and accuracy
- Accepting critical feedback
- An understanding of the significance of Algebra 2 in their daily lives

**Pre-Calculus**

This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. This course takes a functional point of view toward those topics. By the end of the course, students will have a strong understanding of trigonometry and be adept at algebra and problem solving.
Pre-Calculus is a college preparatory course designed to prepare students for the study and successful completion of Calculus. This course reviews concepts learned in Algebra 1 and Algebra 2 while providing in depth study of trigonometry including trigonometric equations, trigonometric identities, and the equations and graphs of sinusoids; the algebra of logarithms; matrices; determinants; arithmetic series; geometric series; conic sections; roots of higher-order polynomial equations and functions; and abstract rate problems.

**Calculus**

Calculus is the study of change, and students will begin to notice the difference between instant and average processes. Calculus AB is focused on three core topics: Functions and their limits, Derivatives, and Integrals. Each topic is thoroughly explored and connections are made to applications across disciplines, namely physics. Specifically, Students will explore the relationships between position, velocity, and acceleration. This course is restricted to single variable calculus. In this course students will:

- Review the multiple representations of a function: graphical, numerical, and analytical. Students will review the different characteristics of functions such as intersections, intercepts, transformations, inverses etc. Students will also review different types of functions including linear, exponential, logs, and Trigonometric functions.
- Explore the concept limits and understanding what it means to find a limit of a function. Students will explore limits graphically, numerically, and analytically. Texas Instruments TI Nspire graphing calculators will be used when appropriate. Students will also learn about continuity, one-sided limits, infinite limits, and trig limits.
- Take the derivative of functions. Students will learn multiple methods and rules for finding the derivative of functions. The concept of differentiation will be introduced by using the limit definition of a function. Applications such as position, velocity, and acceleration will be explored. The product rule, quotient rule, and power rule will be discussed in this unit as well.
- Be learning more techniques for taking the derivative of functions. This includes implicit differentiation, chain rule, inverse trig functions, and exponentials and logarithms.
- Explore applications of differentiation such as optimization, curve sketching, and approximation techniques. Students will also uses derivatives to find minima and maxima. Students will use derivatives to determine where a function is increasing and decreasing. Concavity of functions will be used to determine the concavity of functions. Mean Value Theorem will also be introduced.
- Learn about integration, which is the opposite of differentiation. Students will be using basic integration rules to evaluate indefinite and definite integrals. Students will be using integrals to approximate areas of plane regions.
- Learn how to solve differential equations. Students will explore applications using this technique after an understanding of solving differential equations is established. Students will learn about slope fields, using substitution to take integrals, integrals by parts, and exponential growth and decay models. Students will be exploring applications of Integrals such as areas of rectangular regions and volumes of circular disks. Students will be finding the areas of a region bounded by two curves, the volume of a solid revolution (disk and washer methods).

**AP Calculus**

Building enduring mathematical understanding requires students to understand the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus is designed to develop mathematical knowledge conceptually, guiding students to connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems (from the College Board).
Calculus is mastered through continual exposure and continual practice. Our curriculum uses the incremental development method in which the students continuously revisit all of the calculus concepts learned throughout the year. To allow for ample practice time, about 20-30 minutes of each 50-minute class period will be reserved for independent and/or team presentation of a solution and come up to the board to explain their solution to their peers. To prepare for presentations, students will be expected to prepare a written sentence defending their solutions and present them. Students will also be tested in a variety of ways, from conceptual questions, analytical problems, and defending an answer to any type of question using written sentences.

During the first few weeks, we revisit the fundamental mathematical concepts required for calculus. Concepts such as rewriting written expressions into algebraic expressions, using a graphing calculator to solve for roots, the unit circle, and trigonometric identities are practiced during this time, and will be revisited throughout the year as a small portion of the daily homework. Students are expected to communicate their solution not only by writing their solution on the board, but verbally as they explain the process to their classmates.

The use of calculators is an integral part of this class for exploring and analyzing functions and approximating derivatives and definite integrals of functions. We will use the calculator to draw graphs of functions and explore the visible aspects of the functions such as the roots and local extrema. The students will practice manipulating the graphing window so that they can focus on a specific region of a function that they wish to observe. Students are also encouraged to check their answers to problems with the aid of a calculator. For example, if they have found the critical numbers of a function algebraically, they are expected to graph the original function to verify that the critical numbers are the points where the derivative is either zero or undefined.

Portions of each assessment and assignment (classwork and homework) will require students to use written sentences to explain their solutions. For example, while studying position and velocity, the student must explain why velocity can be found by computing the derivative of the position function (that velocity is a rate of change of position, which means it is the first derivative of position).
Science and Laboratory Science

National trends indicate that by the time students reach middle school, their interest in science begins to decrease. According to the National Science Education Standards (“NSES”), if students have an opportunity to participate in science, positive attitudes toward science will be fostered. In a speech Bill Gates delivered to the National Education Summit on High Schools in February, 2005, he remarked, “When I compare our high schools to what I see when I’m traveling abroad, I am terrified for our workforce of tomorrow.”

The goal of the science curriculum will be to provide essential skills and knowledge necessary for students to become scientifically literate citizens, as described in the Next Generation Science Standards.

Since the ability to collaborate with team members is an important life skill, end-of-unit science project assessments may include rubrics that not only assess science content knowledge, but that also assess the following:

- Contributing to the Hypothesis
- Valuing the Input of Others
- Research and Information Gathering
- Sharing Data Collected
- Accountability for Assignments
- Cooperative Work Skills
- Listening Skills
- Participation in the Presentation of the Outcome

Summary descriptions of the Science courses that may be offered at Synergy Quantum Academy are listed below.

**Integrated Science**

In Integrated Science, students will learn the basic concepts of, and the interrelationships among, biology, chemistry, physics, and earth and space sciences, and will be able to apply scientific skills and processes to real-world settings. Students will understand the structure, processes and forces that shape our changing universe. Students will understand the dynamic processes that effect changes to the atmosphere, hydrosphere and geosphere of our planet. Students will know the types and phases of matter and how energy interacts with each. Students will understand that the structure of matter determines the interrelationships with other forms of matter. Students will be able to carry these concepts into global patterns and system seen on our planet. Students will understand that energy and matter are not created or destroyed but can be transformed or transferred throughout the universe. Students will understand the relationships that exist between electricity, electromagnetic energies and magnetism. Once a student is enrolled at Synergy, a transcript evaluation will determine if the student needs to enroll in Integrated Science or Biology.

To meet this goal, students will:

- Understand and apply basic concepts, principles and theories, chemistry, physics, and earth and space sciences and their interrelationships.
• Recognize and participate in scientific endeavors, which are evidence-based and encourage inquiry that leads to a greater understanding of the world.

• Identify and solve problems through scientific exploration, including the formulation of hypotheses, design of experiments, use of technology, analysis of data and drawing of conclusions.

• Select and properly use appropriate laboratory technology, equipment, and materials.

• Understand and utilize, when appropriate, existing and emerging technologies.

• Analyze the possibilities and limits of science and technology in order to make and defend decisions about societal issues.

• Understand that the way in which scientific knowledge is formulated is crucial to the validity of the knowledge.

**Biology**

This course places an emphasis on important concepts applicable to all living organisms and systems. Laboratory inquiry, projects, demonstrations, and course work are designed to develop a thorough understanding of cellular biology, genetics, ecology, evolution and the chemistry of life. Since it is a laboratory science, students will engage in weekly lab activities that will reinforce their understanding of the concept they will be studying. Upon completion of Biology students will be able to:

• Discuss the nature of science and understand what science is and what science is not.

• Demonstrate the ability to think critically and solve problems by completing inquiry based labs and group projects.

• Write fluently using correct grammar and sentence structure as they complete their lab write-ups and other classroom assignments.

• Speak with confidence as they present their findings to their group and to the class as a whole.

• Effectively use technology as a tool for the collection, organization, manipulation and presentation of data at the conclusion of an activity.

• Effectively use technology as a tool to make classroom presentations.

• Model correct laboratory and safety procedures.

**Chemistry**

This course is a rigorous, laboratory-based course that introduces students to the study of the composition, properties, and behavior of matter. The course is designed to help students develop problem solving and critical thinking skills that will serve as the foundation and preparation for college science courses. The topics covered include states of matter, atomic theory, models of atoms, chemical periodicity, molecular structure, chemical bonds, the mole concept, conservation of matter and stoichiometry, gases and their properties, acids and bases, solutions, chemical thermodynamics, rate and equilibrium characteristics, organic chemistry and biochemistry, and nuclear processes. Students will engage in weekly lab activities that will reinforce their understanding of the concepts they will be studying. They will also develop their reading, written and oral skills through lab reports, research papers, and class presentations.

The purpose of this class is for students to acquire and build on a foundational knowledge of scientific and chemical principles to help them understand science’s role in society. Students will demonstrate the ability to think critically and solve problems by completing inquiry based labs and group projects. In addition, students
will develop their reading, verbal, and written skills through class discussions, research papers, presentation, and lab reports.

By the end of the course students will:

• Effectively use technology as a tool for the collection, organization, manipulation, and presentation of data at the conclusion of an activity.
• Write fluently using correct grammar and sentence structure as they complete their lab write-ups and other classroom assignments.
• Effectively use technology as a tool to make classroom presentations
• Understand and discuss the history of science, the origin of scientific laws, and the nature of science
• Model correct laboratory and safety procedures.
• Apply scientific and chemical principles to real-world situations. Read and understand scientific literature in informational texts
• Collect, analyze, and draw appropriate conclusions from laboratory experiments.
• Speak with confidence as they present their findings to their group and to the class as a whole.

**Physiology**

*Human Anatomy and Physiology* is a laboratory-based course that investigates the structure and function of the human body. Topics covered will include the basic organization of the body; biochemical composition; and major body systems along with the impact of diseases on certain systems. Students will engage in many topics and competencies related to truly understanding the structure and function of the human body. Working from the topics of basic anatomical terminology to the biochemical composition of the human body, all the way into great detail of each of the major systems of the body, students will learn through reading materials, study guides, unit worksheets, group work, projects, and labs. High levels of achievement will be in effect. Students will be responsible for proper use of lab equipment, lab reports, and projects assigned throughout each unit. One of the goals of this course is to prepare students with the skills necessary to be successful in future science classes in college.

**Course Objectives**

• Students will be able to describe how the human body is studied including the use of specific terminology.
• Students will be able to identify the levels of study in this field and demonstrate knowledge of how they relate to each other.
• Students will understand the functions of each organ system and how structure related to function.
• Students will develop the skills of scientific inquiry while learning concepts in the classroom, lab, and field.
• Students will understand how biological and social concepts related to the content apply to their everyday lives and develop an increased knowledge of these concepts.

**Physics**

This is an introductory course in the foundations of physics. This course will help students develop an intuitive understanding of physics principles, as well utilize their math training to solve problems. Laboratory learning will be a major component of the course to help students understand physics concepts as well as provide training in sound laboratory techniques. The ultimate goal of this course is to help students develop the critical thinking skills needed to solve real world problems, and to encourage an appreciation for physics and the sciences.
• Students will develop critical thinking and analysis skills necessary for success in both high school and college.

• Students will develop an appreciation and meaning of nature’s rules and how they affect the society that we live in.
• Students will demonstrate the ability to solve complex problems.
• Students will become aware of their own learning styles and needs and use this knowledge to learn successfully.
• Students will read and understand the concepts presented in their texts, as well as extract the main topics from every selection of reading. They will apply this knowledge to projects, labs, and class activities.
• Students will actively listen to and participate in mini-lectures with visual presentations given in class as a way to clarify ideas, provide a deeper understanding of science concepts, and to visually learn about science concepts.
• Students will demonstrate their ability to apply knowledge of the scientific method to experiments and projects relevant to the science standards listed.
• Students will be responsible for teaching other students by preparing and presenting physics demonstrations.
• Students will analyze complicated problems related to physics and present solutions for these problems.
• Students will work collaboratively in groups to give oral presentations to demonstrate their mastery of science concepts.
• Students will prepare written research reports on various scientific events and topics.
• Physics topics build from basic algebra I foundations and the scientific method. From solving equations and manipulating variables to discovering phenomena through inquiry-based labs, students learn to differentiate variables, work with equations, and develop critical thinking skills. These skills are then used in momentum equations, electricity and magnetism, and further topics in the latter portion of the course. Additionally, students develop their critical thinking skills perennially and continue to build reading, writing, and thinking skills. Students will benefit from the development of these skills because of their wide-applicability to different careers and concentrations of study.

AP Physics
The AP Physics 1 course is conducted using inquiry-based instructional strategies that focus on experimentation to develop students’ conceptual understanding of physics principles. The students begin studying a topic by making observations and discovering patterns of natural phenomena. The next steps involve developing, testing and applying models. Throughout the course, the students construct and use multiple representations of physical processes, solve multi-step problems, design investigations, and reflect on knowledge construction through self-assessment rubrics.

In most labs, the students use probeware technology in data acquisition. In the classroom, they use graphing calculators and digital devices for interactive simulations, Physlet-based exercises, collaborative activities and formative assessments.

The AP Physics 1 course devotes over 25% of the time to laboratory investigations.
The laboratory component of the course allows the students to demonstrate the seven science practices through a variety of investigations in all of the foundational principles.

The students use guided inquiry (“GI”) or open inquiry (“OI”) in the design of their laboratory investigations. Some labs focus on investigating a physical phenomenon without having expectations of its outcomes. In other experiments, the student has an expectation of its outcome based on concepts constructed from prior experiences. In application experiments, the students use acquired physics principles to address practical problems. All investigations are reported in a laboratory journal. Students are expected to record their observations, data, and data analyses. Data analyses include identification of the sources and effects of experimental uncertainty, calculations, results and conclusions, and suggestions for further refinement of the experiment as appropriate.

Throughout the course the students engage in a variety of activities designed to build the students’ reasoning skills and deepen their conceptual understanding of physics principles. Students conduct activities and projects that enable them to connect the concepts learned in class to real world applications. In the course, students become familiar with the three components of scientific argumentation. The first element is the claim, which is the response to a prediction. A claim provides an explanation for why or how something happens in a laboratory investigation. The second component is the evidence, which supports the claim and consists of the analysis of the data collected during the investigation. The third component consists of questioning, in which students examine and defend one another’s claims. Students receive explicit instruction in posing meaningful questions that include questions of clarification, questions that probe assumptions, and questions that probe implications and consequences. As a result of the scientific argumentation process, students are able to revise their claims and make revisions as appropriate.
History-Social Science

In addition to learning the history-social science content standards for grades nine through twelve and integrating the CCSS for ELA, students will demonstrate the following intellectual reasoning, reflection, and research skills:

- Chronological and Spatial Thinking
- Research, Evidence, and Point of View
- Historical Interpretation

In its history-social science courses, Synergy Quantum Academy applies the key strategies of focusing on Time on Task, Academic Language, and Schemas. For example, in History-Social Science, students will not just hear and read about various topics such as the causes of the two world wars, but teachers will also bring realia into the classroom, including pictures, videos, and/or actual examples of clothing and tools that were used to meet basic needs during the time period being studied. Students will also participate in field trips and experience the history-social science concepts they are learning about. For example, when students analyze the causes and consequences of World War II, they may also participate in activities at the Holocaust Museum. This provides students with an opportunity for learning both inside and outside of the classroom.

Summary descriptions of the History-Social Science courses that may be offered at Synergy Quantum Academy are listed below.

**Big Picture History**

How did the Universe begin? Are humans still evolving? What does the future hold?

Big History takes on these questions, which originate with the dawn of time, and gives students a framework to tell the story of humanity’s place in the Universe. This course is more than just your standard world history class. Big History helps students see the overall picture and make sense of the pieces: it looks at the past from the Big Bang to modernity, seeking out common themes and patterns that can help us better understand people, civilizations, and the world we live in.

**World Geography and Cultures**

The purpose of this course is to provide an introductory-level course in Geography as well as to identify the interactions of cultures on physical, political and social change. Topics covered include basic map reading and analysis of thematic maps that display the Earth’s climate, vegetation, physical features of earth, population density, resources, and economic activity. Students will also investigate and understand specific continents in terms of the populations that occupy them and how these populations interact with their environment. Through an emphasis of physical Geometry in the context of international relations, students will become more aware of current events and conflicts around the world, their place in the global community, and their responsibility as global citizens.

This course will help students analyze the relationship between geographical patterns and cultural change using primary and secondary sources. It will also enable students to make predictions and form conclusions based on their findings, and it will encourage them to compare and contrast diverse cultures and historical events that span multiple eras.

Students will be able to:
• Understand and create world maps that display climate, economic activity, population density, physical features, and resources
• Use Longitude and Latitude as a means of finding various locations, such as continents, major countries and regions within them
• Understand settlement patterns, the movement of people, and the various cultural and geographical features of each continent.
• Recognize how weather, climate, religion and language play an important role in the development of various cultures
• Understand that resources (such as oil or gold) can shape geographic regions and how nations are interconnected through trade.
• Analyze the importance of physical Geography in relation to international events.

World History/Honors World History
World History students will develop a greater understanding of the evolution of global processes and contacts including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Students select either World History or Honors World History.

As we move both regionally and chronologically through the major occurrences of the last 500 years, students will draw parallels and contrasts between the events in question and the salient issues and dynamics that shape our society today. 10th grade World History is a high-level course that offers students an opportunity to gain a global perspective on the past—a vision of history that is meaningful and appropriate for studying the world today. The purpose of the 10th grade World History course is to develop greater understanding of the evolution of global processes from 1450 until present, with emphasis on the development of democratic thought and institutions.

Furthermore, the purpose of this course is to focus on issues of power, freedom, revolution, justice, and change in order to gain an educated perspective on the modern world. The course encourages students to consider the conditions, ideas, and actions of people in various eras, gathering appropriate evidence, weighing that evidence, and formulating logical and powerful arguments. The course of study also encourages critical and dynamic thinking, questioning, and analysis of history and the world.

Students will be able to:
• read historical texts, both primary and secondary, and extract the main ideas as distinct from supporting details.
• read historical texts, both primary and secondary, and analyze their meaning in the context of both the historical time period and the broader scope of the course.
• think critically about the narrative of history, both in terms of asking and answering essential questions about events and eras, and in terms of identifying biases of authorship, privilege, and political persuasion.
• develop and execute a well-written thesis statement about an historical event or question.
• develop and execute a well-written essay, anchored by a strong thesis statement that takes a clear, specific and defensible position on an issue of historical importance.
• analyze and cite as evidence many types of historical documents, including political speeches, charts and graphs, maps, artwork, political cartoons, photographs, literature, music, poetry and various broadcast media.
• synthesize ideas from different historical time periods or figures in order to make broader generalizations of historical significance.

• make connections across time periods, and/or from multiple perspectives in order to more fully understand and explain the significance of an historical event or era.

United States (U.S.) History
The purpose of this course is to introduce students to the major political, social, economic, technological and artistic movements that have shaped U.S. foreign and domestic policy from the end of Reconstruction through the present day. Students will expand upon what they learned in the tenth grade curriculum regarding industrialization and globalization, and will examine the social and cultural impact of that industrialization/globalization on American society through the shifting ethnic makeup and evolving societal values that characterize the twentieth century. Students will also trace the origins of broadening federal power through both executive and congressional action, and through landmark decisions of the judiciary. Students will consider how these social, cultural and political changes contributed to moments of historical turmoil, violence and change. Finally, students will examine the turning points of United States history in the twentieth century against the backdrop of the United States’ emerging role, and current position, as a global economic and political superpower, and the implications of that role in both domestic and foreign policy.

The course will focus on fostering student ability to analyze major events using primary and secondary sources, to form conclusions and make predictions based on their findings, and to make comparisons or draw contrasts between events that span multiple eras.

The U.S. history course will also highlight the founding ideals of American democracy: liberty, equality, opportunity, rights and democracy. Students will examine each unit through the lens of these founding ideals, and reflect on how, and how well, each era of Americans has lived up to or furthered these ideals.

Students will be able to:

• read historical texts, both primary and secondary, and extract the main ideas as distinct from supporting details.

• read historical texts, both primary and secondary, and analyze their meaning in the context of both the historical time period and the broader scope of the course.

• think critically about the narrative of history, both in terms of asking and answering essential questions about events and eras, and in terms of identifying biases of authorship, privilege, and political persuasion.

• develop and execute a well-written thesis statement about an historical event or question.

• develop and execute a well-written essay, anchored by a strong thesis statement that takes a clear, specific and defensible position on an issue of historical importance.

• analyze and cite as evidence many types of historical documents, including political speeches, charts and graphs, maps, artwork, political cartoons, photographs, literature, music, poetry and various broadcast media.

• synthesize ideas from different historical time periods or figures in order to make broader generalizations of historical significance.

• make connections across time periods, and/or from multiple perspectives in order to more fully understand and explain the significance of an historical event or era.
**U.S. Government**
This semester long course introduces students to the branches of U.S. government and examines the role government plays in everyday life. Students analyze founding political documents and debate the significance of the documents in various case studies. Students also learn their roles, responsibilities and rights as U.S. citizens and critique the role of the U.S. government on the world stage.

This course is the first half of a two-part evaluation of the distinguishing features of American history: that of American government and economics. Government is introduced in the first semester and examines 7 units: the nature of power, authority and government, the foundations of American government, legislative, executive and judicial branches of government, political participation and behavior, and the U.S. influence and participation in global issues and foreign policy. Students will analyze primary source materials in the form of founding political documents, key political philosophies, important historical figures, and significant events that ultimately led to the foundation of American government. After securing a foundation in the concepts and ideals set forth in the birth of American government, students will investigate the distinct organization of power in the three branches: Legislative, Executive, and Judicial. In an effort to affirm their voice as citizens in a democracy, students will evaluate their responsibilities and rights as citizens of the U.S., as well as debate and critique the role of the U.S. government on the world stage as it concerns ideals like the preservation of democracy.

By the end of this course, students will be able to:
- deconstruct, evaluate, and employ text evidence from primary and secondary sources in oral and written assignments.
- recognize and understand the implications, meaning, motive, political behavior and game, behind founding documents and events of U.S. history on present day decisions and public policy.
- construct meaningful and relevant connections between U.S. history and current political practices as well as distinguish the key differences between past and present politics.
- utilize such social scientific connections to investigate, defend or dismiss, and analyze social issues in present day.
- cross-examine and make connections between past and present issues to larger social, political, and economic trends and developments.
- work independently, in pairs, and in small groups to analyze issues, make decisions, build consensus, and formally state opinions.
- create written, oral, and graphic presentations of new content with historical analysis
- identify bias, prejudice, propaganda, point of view, and frame of reference in current events and other journalist features.
- analyze political party platforms, organize an opinion, and appeal to the general public (classmates) for approval on current, relevant policies that defend relevant issues.
- utilize campaign tactics, political action committees, and lobbyism to take and defend a position on a current global issue and reference applicable U.S. legislation.
- make informed voting decisions and participate in a simulated election.
- make informed jurisdiction and participate in a simulated trial.

**Economics**
This semester long course introduces students to the social science of how individuals and societies use their limited resources to satisfy their unlimited wants. Students will learn and apply the principles of economics to
understand how people, businesses, and government make fiscal decisions and how those decisions have corresponding effects.

This course is the second half of a two-part evaluation of the distinguishing features of American history: that of American government and economics. Economics is briefly covered in the first semester as it relates to forms of government and their corresponding economic systems, as well as the economic relation to political participation, behavior, and American foreign policy. It is introduced in full during the second semester and examines 6 units: economic fundamentals, how markets work, economic institutions, personal finance and business planning, government and the economy, and the global economy. Students will analyze the principles and key terminology of economics to understand how people, businesses, and government make fiscal decisions and how those decisions have corresponding effects. Students will explore how society organizes and distributes limited resources to satisfy unlimited wants. Students will examine market components such as price, competition, business, and banking institutions. With the knowledge of market economies and financial institutions, students will participate in hands-on activities surrounding personal finance strategies as well as entrepreneurship, business administration and marketing. With this experience students will evaluate national economic activity: money supply, inflation, recession, depression, the Gross Domestic Product and economic growth, as well as economic indicators, which in turn effect the personal economic decisions. Finally students will evaluate the international economy, as it relates to trade, the exchange rate, and the effects of globalization on economic activities like business and employment. By the end of this course, students will be able to:

- evaluate nominal and substantiated data using charts, tables, graphs, and maps.
- conduct cost-benefit analyses
- determine various opportunity costs of economic decisions.
- recognize that events could have taken other directions.
- synthesize information from multiple sources to draw conclusions.
- write text, notes, outlines, comments and observations that demonstrate comprehension and synthesis of content, processes, and experiences from a variety of media.
- create written, oral, and graphic presentations of new content with historical analysis
- analyze and interpret information.
- formulate appropriate questions.
- conduct investigations by formulating a appropriate and clear questions.
- formulate a thesis statement.
- identify the main idea or detail.
- interpret the meaning and significance of information.
- use standard grammar, spelling, sentence structure and punctuation.
- distinguish intended from unintended consequences.
- evaluate consequences of past events and decisions.
- determine relevant information.
- analyze information by identifying cause-and-effect relationships.
- formulate and test hypotheses.

In this one semester course, students will obtain an overview of basic micro and macroeconomic principles, and they will learn how these principles impact their own lives. The course will also have a component that builds personal financial literacy to prepare high school students to participate in the economy.
Art History
Art History offers students the opportunity to explore in depth, discover, appreciate, and acquire knowledge of the history of art from ancient times to present. Students will learn to examine and critically analyze major forms of artistic expression from diverse cultures, and understand these cultures’ contribution to the arts. A variety of art media and styles will be studied including architecture, manuscripts, painting, drawing, printmaking and sculpture. Through readings, research, slides, videos, and museum visits, students will view significant artworks from around the world. This class bases its content on the California State Standards for Visual and Performing Arts and will give students the opportunity to use their prior knowledge of history, geography, politics, religion, languages, literature, and the visual arts.

Art History offers students the opportunity to explore in depth, discover, appreciate, and acquire knowledge of the history of art from ancient times to present. Students will learn to examine and critically analyze major forms of artistic expression from diverse cultures, and understand these cultures’ contribution to the arts. A variety of art media and styles will be studied including architecture, manuscripts, painting, drawing, printmaking and sculpture. Through readings, research, slides, videos, and museum visits, students will view significant artworks from around the world. This class will give students the opportunity to use their prior knowledge of history, geography, politics, religion, languages, literature, and the visual arts.

Students’ active participation and discussions related to reading assignments and slide show lectures are required for the class. Writing skills will be important in the description, formal analysis, and comparison of these works. Students learn to write about art using a specialized vocabulary to describe and critically analyze the work. Students will keep a notebook to record class discussions on significant historical events, art periods/styles, specific artworks, and issues/themes that connect these artworks.

Primary Course Goals:
- Identify and classify works of art of western civilization from prehistoric to modern times.
- Challenge clichés and assumptions about art, art-making, and art history
- Develop visual literacy skills that may be applied to the student’s visual world
- Understand that art history can bring all disciplines and subjects into a wider context for discussion
- Learn that art can mediate all types of human experience

Primary Themes and Ideas:
- The ever presence of art
- The relationship between artist and society
- Establishing contexts for a work of art, artist, or style
- Analyzing works of art for their formal qualities and the meanings that they convey to others
- The changing notions of “beauty” and appeal of art
- Making connections by relating works of art from one period to another, and one culture to another
- Viewing and understanding the work of art by placing it in within the philosophical, cultural, literary, religious, political and historical contexts
- Defining the question “What is Art?”

AP U.S. History
The AP U.S. History course focuses on developing students’ understanding of American history from approximately 1491 to the present. The course has students investigate the content of U.S. history for significant events, individuals, developments, and processes in nine historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study
the past. The course also provides seven themes (American and national identity; migration and settlement; politics and power; work, exchange, and technology; America in the world; geography and the environment; and culture and society) that students explore throughout the course in order to make connections among historical developments in different times and places (from the College Board).

Students will:

- Demonstrate a mastery of understanding of key events, trends and developments in American History.
- Connect the larger themes of the course - diversity, identity, culture, economic and social change, reform, religion, and the U.S. on the global stage- to the context and content of each successive unit.
- Differentiate between and among various schools of historical thought and interpretation.
- Interpret and draw conclusions from various pieces of historical data including primary and secondary sources, literature, art, music, political cartoons, graphics and others.
- Build and refine their ability to analyze and interpret historical information, recognizing the significance of the social, political or cultural origin of the source material, and the purpose behind its creation.
- Develop their critical writing skills, beginning with their ability to generate a strong, effective thesis statement, and culminating in the capacity to successfully execute an historical essay that demonstrates a mastery of the content, a synthesis of key ideas, themes and events, and that uses evidence effectively in order to support the thesis.
- Work collaboratively in groups to solve problems, generate products or analyses, complete presentations, or successfully initiate and maintain a discussion.
- Prepare for and receive a grade of 3 or higher on the AP U.S. History Exam.

**AP Government**

Students in AP U.S. Government and Politics will pursue a deeper understanding of the institutions of American government. They will analyze the foundational principles and changing interpretations of the Declaration of Independence, the Constitution, and the Bill of Rights. Students will also study the functions of the executive, legislative and judicial branches of government, with a critical eye toward the tensions created by our system of checks and balances. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents and case studies. As students prepare to live, work, vote and participate in American society, their understanding of how institutions of power work becomes increasingly important.

In addition to studying government and politics, students will also master fundamental economic concepts, applying tools from other subject areas to the understanding of operations and institutions of economic systems. The class will cover the basic economic principles of micro/macroeconomics, international economics, comparative economic systems, and methods of economic analysis. Students will analyze how people, businesses, and government use resources to meet endless wants and needs.

This course is designed to enable students to develop a critical perspective towards government and politics in the U.S. The 2014 Midterm Elections as well as the upcoming 2016 Presidential Election will function as useful lessons on why being an involved citizen is so important in our political process. We will study elections in the larger context of American politics and the political system we live in every day. Students will examine general political concepts as well as specific case studies. It is important that every student in this class stay abreast of
recent political events in order to be able to intelligently and logically discuss current events in the context of what we are learning in class.

World Language

As described in the World Language Content Standards for California Public Schools, the goals of Synergy Quantum Academy’s world language program are for students to show successive progress as they move along the five stages of the language learning continuum:

- **Stage I (Formulaic)** – Students can communicate effectively with some hesitation and errors, which do not hinder comprehension; students demonstrate culturally acceptable behavior for Stage I and, students understand most important information.
- **Stage II (Created)** – Students demonstrate increasing fluency and control of vocabulary, students show no significant pattern of error when performing Stage I functions; students communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions and; students understand oral and written discourse, with few errors in comprehension when reading and demonstrate culturally appropriate behavior for Stage II functions.
- **Stage III (Planned)** – Students tend to become less accurate as the task or message becomes more complex and some patterns of error may interfere with meaning; students generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words as well as patterns of mispronunciation and intonation; students generally use culturally appropriate behavior in social situations and; students are able to understand and retain most key ideas and some supporting detail when reading and listening.
- **Stage IV (Extended)** – Students can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary; students demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate; students are able to understand and report most key ideas and some supporting detail when reading and listening.
- **Stage V (Tailored)** – Students use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses and; students comprehend significant ideas and most supporting details.

Summary descriptions of the Spanish courses that may be offered at Synergy Quantum Academy are listed below.

**Spanish 1 Native**
Spanish 1 is a course designed for native speakers to further their native language skills. The course is designed to create a better understanding and appreciation of Latin American culture, literature and geography. Throughout the course students will be introduced to the culture of various Spanish-speaking countries. Students will learn grammar structure and verb conjugation. Students will examine socio-cultural issues that will develop their understanding of the Spanish speaking community in the United States and abroad.

**Spanish 1 Non Native**
Spanish Non-Native I is designed as a course in which students develop fundamental communication skills for understanding, speaking, reading, and writing in Spanish. Students will acquire knowledge and appreciation for
the culture and history of Latin America and Spain through exposure to stories, pictures, music, guest speakers, and interaction with native speakers. Language applications will include thematic vocabulary and use of basic grammatical forms such as present and preterit tenses as well as object pronouns. Mastery of standards will be based on student performance levels rather than grade level proficiency. The goal of this course is to instill in students a desire to continue learning Spanish and utilize their knowledge a basis for further study, travel, or future work.

Students will:
- Learn and apply across speaking and writing grammar rules as well as vocabulary terms
- Increase their awareness of the civilization, culture, and customs of people whose native language is Spanish
- Comprehend basic core vocabulary when reading or listening to the language.
- Produce simple questions, answers, and descriptions, as well as write simple sentences and questions from material studied.

Spanish Non-Native 1 is a college-prep course of the Spanish language. We will study certain areas of language communication, which involves: listening, speaking, some reading and some writing. You will learn beginning grammar rules as well as beginning vocabulary terms. In addition, to studying selected topics from the Hispanic/Latino culture, history, tradition and customs all lessons are based on the Standards for Foreign Language Learning.

Spanish 2 Native
This course continues strengthening the language skills of the Spanish-speaking student. Students will expand their existent proficiency in Spanish, improving all skills. This is an advance course in Spanish that will continue the study of the four basic language skills in Spanish for Heritage Language Speakers. Students will speak Spanish at all times when they are in class. Students will continue developing their language skills in speaking, writing, listening, and reading. The course will introduce the students to advanced readings and writing activities. Students will write formal essays. In addition, the students will do presentations in the target language about sociocultural issues. This course seeks to prepare students for AP Spanish language courses.

Spanish native 2 is designed to enhance native Spanish-speakers’ skills. It is designed to create an appreciation for reading and writing literary texts in Spanish. The course will teach students to summarize and synthesize facts and concepts within and across texts at literal and inferential levels. The course is design to improve Spanish-speaker’s communication skills. The course is designed to teach students to communicate, describe, narrate and hypothesize about real world information. Students will deliver oral presentations that include explanations and definitions according to the audience’s knowledge of topic.

Spanish 2 Non Native
Spanish Non-Native 2 is a college-prep course of the Spanish language. We will study all areas of language communication: listening, speaking, reading and writing. Students will learn grammar rules, use new vocabulary and be enlightened to different dialect from the Spanish-speaking world. We will also study selected topics from the Hispanic/Latino culture, history, tradition and customs. All lessons are based on the Standards for Foreign Language Learning.

Spanish Non-Native 2 begins with a systematic review of the material presented in Spanish 1. The subsequent units spiral upwards, building and expanding on mastered concepts, vocabulary, and grammar rules to increase
communicative ability and proficiency in the skills of reading, writing, listening and speaking. The study of cultures of the Spanish speaking world, as well as different dialects, are embedded in each unit. All lessons will be based on the Standards for Foreign Language Learning.

Students will:
- Comprehend and apply core vocabulary and grammar rules when listening to and speaking Spanish.
- Write simple and complex sentences and respond to questions
- Write paragraphs and short essays.
- Demonstrate an understanding of traditions and customs of Spanish speaking countries.

**Spanish 3 Native**

Spanish for Native Speakers 3 is an elective course that furthers the communication skills acquired in Spanish for Native Speakers 1 and Native Speakers 2, with the aim of language proficiency. During the course of the year, students will speak Spanish at all times inside the classroom. Students will also participate in debates in the target language as well as informal in-class conversations. This course includes the review and expansion of essential Spanish grammar and vocabulary necessary for advanced oral and written communication. Authentic audio and video recordings as well as native Spanish speakers’ cultures are accessed to deepen cultural, sociological, and literary insights into the Spanish-speaking world. Writing composition will reflect comprehension and an increasing understanding of the complexities of the language and vocabulary. Students will practice reading and writing in the language. They will read news articles reflecting current events, poems, short stories and a novel or a play chosen by the teacher. Students will write formal essays throughout the year.

During the course of the year, students will speak Spanish at all times when they are in class. As a part of this class, students will practice interactive conversations with each other. Students will also participate in debates in the target language as well as informal in-class conversations. To be proficient in a language, students must practice reading and writing in the language. Students will read news articles, poems, short stories and a novel chosen by the teacher. Students will also write formal essays throughout the year and will participate in Socratic seminars.

Students will manipulate the target language through speaking, using appropriate words and pronunciation. Students will speak in Spanish (target language) to communicate inside the classroom with peers and teacher. Students will communicate discuss and analyze current events with their peers and teacher. Students will communicate, describe, narrate and hypothesize about real world information. Students will deliver oral presentations that include explanations and definitions according to the audience’s knowledge of the topic in the target language.

Students will demonstrate language proficiency through writing by using appropriate words and sentence structure in order to express ideas in the target language. Students will record key information from listening, reading and discussions. They will use structure overviews to plan writing (i.e. graphic organizers). Students will review precision of word choice. Students will exchange real life information about themselves and classmates using descriptive language to create memorable images. Students will be provided with a checklist to guide proofreading. They will use technology to publish written work. Students will read “Platero y yo” and will identify the tools used by the narrator. Based on “Platero y yo”, students will write a description of people, places, and things. The writing process will include preparation for writing, a rough draft and a final draft in the target language. Students will write a self-portrait, or a portrait of a literary character. Students will create a list of adjectives to be used during their writing. During the course of the class, we will study controversial topics in
the target language such as cloning, euthanasia. Students will write a persuasive essay based on authentic readings. Students will include narrations in the past and adjectival relative clauses. Students will also write narrative essays in the target language. During the writing process of the narrative essay, students will learn to use the future tense and the conditional tense. The final draft of the narrative essay will be written in the future and the conditional. Students will read short stories from the Latin American Boom in the target language and will write a literary essay in the target language. We will view short films throughout the course and students will write film reviews in the target language.

Students will listen to and derive meaning from a variety of authentic target language sources. Students will recognize and understand spoken Spanish using a variety of dialects of the target language. They will listen to interviews and will answer in multiple-choice format to prove mastery of the target language. Students will listen to real life information and will respond in the free response format. Students will listen, analyze and draw conclusions based on interviews. Students will listen to different dialects from different Latin American countries and will discuss different topics.

Students will read and interpret written texts to provide specific information for a variety of purposes. Students will derive meaning from a variety of authentic materials written in Spanish, concentrating in Spanish literature and culture. They will summarize and synthesize facts and concepts within and across texts at literal and inferential levels in the target language. Students will improve their communication skills when reading in Spanish. Students will achieve Spanish 3 level by learning a well-developed vocabulary in addition to other linguistic features through the use of authentic literature. The reading of authentic literature will provide students with a thorough grammar review, and plenty of opportunities for speaking and focusing on acquisitions of knowledge in the target language.

Spanish 3 Non Native
Spanish Non-Native 3 is designed as a course in which students develop fundamental communication skills for understanding, speaking, reading, and writing in Spanish. Students will acquire knowledge and appreciation for the culture and history of Latin America and Spain through exposure to stories, pictures, music, guest speakers, and interaction with native speakers. Language applications will include thematic vocabulary and use of basic grammatical forms such as present and preterit tenses as well as object pronouns. Mastery of standards will be based on student performance levels rather than grade level proficiency. The goal of this course is to instill in students a desire to continue learning Spanish and utilize their knowledge a basis for further study, travel, or future work.

Spanish 3 is for students who have successfully completed Spanish 2. This course uses a communicative approach while advancing students with a wider scope of knowledge in the Spanish language. The class is conducted almost exclusively in Spanish with limited English use. Students partake in practices in all four areas of language acquisition: reading, writing, listening, and speaking. They will gain an understanding about Latin American/Hispanic culture through literature, audio activities, videos, and classroom activities. Students are encouraged to attend community events that promote an awareness of Hispanic/Latino cultures. Students must be able to use the target language to:

- Express themselves in a variety of situations and styles by refining their fluency and written language in formal and informal contexts.
- Develop their reading skills, which encompass the Spanish-speaking world through history, literature, art, geography, current events and music.
Students will be able to recognize and understand spoken Spanish from a native speaker using the vocabulary and acquired grammar skills that have been studied. They will listen to prompts and answer questions both in the multiple choice format and in the free response format to prove mastery of listening strategies. Using these skills, students will be able to comprehend a native speaker outside the context of the classroom. By mastering these skills, students will be able to operate in the world.

Students will be able to understand texts that use the vocabulary and grammar structures studied. Reading chapter books, passages, short stories, and poems, students will incorporate the topics studied over the course of the year. Questions will be multiple choice, and open-ended. Students need to answer with meaning and understanding. By proving mastery of these skills, students will be able to read Spanish text in the United States and around the world. They will have the ability to read a menu, an advertisement, chapter books, poems and short stories.

Students will be able to speak at Level 3 proficiency, engaging in conversation, providing and obtaining information, expressing feelings and emotions, and exchanging opinions. The speaking Performance-Based Assessment will ask students to engage in a conversation with the teacher, responding to and asking questions appropriately. This will be teacher guided and will show mastery of communication proficiencies. This performance task will be assessed using a 5 through 1 speaking rubric. A score of 3.5 out of 5 will demonstrate mastery.

Students will be able to apply the skills, vocabulary, and grammar concepts learned throughout the year to respond to unit specific writing prompts that a native reader could understand. Students will write summaries, reports and personal essays based on unforgettable days, how to express themselves, how they stay in shape, how to get along with others, how their work is in their community, what the future might bring us, realities and myths, encounters between cultures, protecting the environment, and the rights and responsibilities amongst the citizens of a country. There will be a writing prompt with each unit, as well as an assessment, using the vocabulary from the chapters being assessed. The writing performance task will be assessed using a modified writing rubric.

**AP Spanish Language**

We live in a global community. Being proficient in more than one language is essential to becoming global citizens. Learning another language provides humans the ability to express thoughts and ideas while providing perspective and access to knowledge are available only through another language and another culture.

Students will study the three modes of communication (interpersonal, interpretive and presentational). AP Spanish Language and Culture provides students the opportunity to demonstrate their knowledge and management of each of the three modes of communication. AP Spanish Language and Culture will help students learn the structure of language in context and use language to express meaning. The class is designed for exploration of culture in contemporary and historical contexts.

Topics covered in AP Spanish Language class are:
The global challenges
  - Economic issues
• The environmental issues
• The philosophical thought and religion
• Population and demography
• Social welfare
• Social awareness

Science and technology
• Access to technology
• The effects of technology on the individual and society
• The healthcare and medicine
• Technological innovations
• Natural phenomena
• Science and ethics

Contemporary life
• Education and career
• The entertainment and fun
• Travel and Leisure
• Lifestyles
• Personal relationships
• The traditions and social values
• Volunteer work

The personal and public identities
• The alienation and assimilation
• The heroes and historical figures
• National identity and ethnic identity
• Personal beliefs
• Personal interests
• Self-esteem

Families and communities
• The traditions and values
• The educational communities
• The structure of the family
• Global citizenship
• Human geography
• Social networks

Beauty and aesthetics
• The architecture
• Definitions of beauty
• Definitions of creativity
• Fashion and design
Visual and Performing Arts

The visual and performing arts play an important role in making sure Synergy Quantum Academy’s overall instructional program is well rounded.

Our current A-G approved visual and performing arts classes that we offer are music classes. The following strands will be taught for music:

- Artistic Perception
- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, and Applications

Since the music class will also meet the UC’s A-G requirements, the class will provide an overview of a variety of music genres and music history, in addition to teaching students how to read music. The music class will also include teaching students how to sing and/or play an instrument.

In addition to teaching many students a new skill (how to read music), music can also be used to promote oral language development, which is essential for English Learners and students with certain types of learning disabilities. When an entire class is learning how to sing a song together, it is a safe, non-threatening environment because an individual student is not being put on the spot – everyone is producing the language together in a fun way. Learning to sing songs involves reading as well, as students read song lyrics from charts and music sheets. As students use hand motions and other forms of Total Physical Response (TPR) to learn new songs, this builds connections in the mind and supports learning. Musical Intelligence and Bodily-Kinesthetic Intelligence are both supported by Howard Gardner’s Multiple Intelligences. Learning music also incorporates many math concepts, including counting, patterning and understanding fractions.

For students who may be interested in the Visual Arts, we may offer Computer Graphic Design. This class also lends itself to technology integration, aligning with our STEM vision.

Summary descriptions of the Visual and Performing Arts courses that may be offered at Synergy Quantum Academy are listed below.

**Music Appreciation**
This course is designed to introduce students to musical styles across different cultures in the United States and around the world, and to develop students’ understanding of the impact of music on culture. Emphasis will be placed upon various genres of music, including American music, International music, and Western Classical Music. Students will examine the effect music has on humanity and how people express themselves through both amateur and professional musical performances. Through the study of different genres and their characteristics, students will gain a greater appreciation for music as an art form. Success in the course does not depend on talent and no musical background is required. Key assignments are aligned with the five strand components within the California Visual and Performing Arts (“VAPA”) standards.
Students completing this class will be able to:

- Identify musical characteristics represented by different cultures
- Understand historical contributions of music and the impact of culture on musical genres
- Apply understanding of music to prepare research papers and complete cumulative projects
- Understand and appreciate artistic expression and,
- Acquire knowledge, concepts and skills to analyze various genres of music

**Choir**

Choir is a one-year course in which students will study and perform choral music from a wide variety of cultures, languages, styles, and time periods. Students will listen to, read, write, and perform music. Course activities will include a sequenced sight-singing curriculum, exercises to improve vocal skill, and lessons in critical listening that will help students analyze musical works from different cultures. Students may participate in concerts such as a Winter Concert and Spring Concert, a performance at graduation, and in a choral festival.

The purpose of this course is to help students develop musical skill and technique, in addition to an appreciation for singing and the performing arts. Students will learn to sight-read music and interpret musical notation. They will also learn performance techniques such as breath control, facial expression, and posture. Students will learn to blend their voices together and how to create accurate interpretations of each song depending on its genre. Students will study the background, history and purpose behind each musical genre, and will be able to analyze and articulate the differences between various genres of musical styles.

**Computer Graphic Design**

This course will be creating, writing, communicating, and studying modern and historical art with a focus on the elements of art and principles of design. Computers will be the tool for visual problem solving, creative expression, research and communication. Art criticism and aesthetic valuing are ongoing through verbal and written critique of student and professional work. Students will learn about various art careers by working with community members to learn and create real products, scenarios and experiences.

The purpose of this course is to introduce the visual arts with a focus on the elements of art and the principles of design through two means. Students are introduced to knowledge and content like art history, aesthetics, art theories, art criticism, and art exhibitions. Secondly students are introduced to creativity and art production using various digital media programs and skills. Students learn Photoshop, Illustrator, video editing through Windows Movie Maker, photography, and drawing. Students are always writing and discussing found art, their art and their peers’ art. Students work in collaborative groups in order to learn and demonstrate interpersonal communication, commitment to shared responsibilities, team and leadership. Students are encouraged and assessed on seeking challenges (thinking outside the box), growing from setbacks, building confidence, finding personal relevance, meeting benchmarks, seeking feedback, tackle and monitor learning, actively participate, build relationships, impact self and community. Students learn the Feldman model of art criticism in order to discuss, critique, write and talk about art: description, analysis, interpretation, and judgment.

The course is divided into the following units:
- Logo Design Creation for SwimCell
- Creative Expression: 2.1, 2.3, 2.4
- Essential Question(s):
  - What is a logo and what makes a good design?
What programs do graphic designers use to create logos?
How can we create a logo to appease a client?

The purpose of this unit:
Is to introduce students to graphic design with a real life work scenario. SwimCell Owner/CEO is in need of two logos for her products that she would like the students to create.
Students will also be introduced to color theory, elements of art and principles of design, typography and Illustrator.

Key Assignments:
Logo Game
Client Questionnaire
Intro to Illustrator
Illustrator Elements
Sketch
Critique

Final product - Students will each create one final logo for either SwimCell or HydraMate using Adobe Illustrator. After students learn about the client and product, students will begin by sketching their logo. Students practice and refine their drawing skills by perfecting their sketches. Students then upload their sketch to the computer, opening it in Illustrator, creating a vector drawing out of their sketches and manipulating the vector shapes digitally.
Client presentation
Reflection

Art Criticism
Artistic Perception: 1.1, 1.2, 1.3, 1.4, 1.5
Aesthetic Valuing: 4.1, 4.2, 4.3, 4.5
Connections, Relationships, Applications 5.4

Essential Question(s):
How do we read art? How does that translate to talking and writing about art?

The purpose of this unit is to:
Introduce students to art criticism and the Feldman model. Students will then write a persuasive essay defending a work of art.

Key Assignments:
Christina’s World handout
Class persuasive essay
Personal persuasive essay - Students will learn art criticism and learn about art critics and aestheticians through a classroom discussion on Andrew Wyeth's Christina' World. Students will formulate an option of the work and then change or defend that opinion based on the options of their peers. Using the Feldman model of art criticism, students will learn to identify and discuss the principles of design and elements of art in artwork. Students will compare Self Portrait (The Desperate Man) (1843-44) by the French painter Gustave Courbet with Self Portrait with Dark Coat (1994) by the Icelandic painter Louisa Matthíasdóttir. Students will answer questions through class discussion to "read" the works of art. Students will learn about the works of art, and compare the ways the meaning has changed. Students will write a persuasive essay after choosing one of two
prompts based on the work and articulate how their personal beliefs, cultural traditions, and current social, political and economic contexts influence their interpretation of the art.

Art History
Artistic Perception: 1.1, 1.2, 1.6
Creative Expression: 2.1, 2.3, 2.4
Historical and Cultural Context: 3.1, 3.2, 3.3, 3.4
Aesthetic Valuing: 4.4, 4.5

Essential Question(s):
How can we study art history with a contemporary lens?
What is different between copying and appropriation?

The purpose of this unit is to:
Introduce students to various art movements in chronological order and introduce the postmodern principles of design.

Key Assignments:
What is appropriation?
Art history research and inspiration - Students will learn art movements from the Renaissance to present, comparing digital art to traditional media by studying the work of art historians. Students will describe how time, place and culture influence the meaning of art in select historic and contemporary cultures.
Sketch
In Progress Critique
Appropriation project:
Artist Statement - Students will continue to use the Feldman model of art criticism to discuss their own works of art and articulate the process and rationale for reworking their art after the in progress critique.

Self Portrait
Artistic Perception: 1.1, 1.2, 1.6
Creative Expression: 2.1, 2.3, 2.4, 2.5
Aesthetic Valuing: 4.4, 4.5

Essential Question(s):
What is our identity?
How do we make meaning in art?

The purpose of this unit is:
Students will be creating works of art that portray personal meaning about themselves.

Key Assignments:
Artist research
Identity worksheet
Postmodern principle choice and reasoning
Photo
Sketch
Self portrait
Artist statement

Social Issue
Artistic Perception: 1.1, 1.2, 1.6
Creative Expression: 2.1, 2.3, 2.4, 2.6
Aesthetic Valuing: 4.4, 4.5
Connections, Relationships, Applications: 5.2

Essential Question(s):
How can we use art to promote change?

The purpose of this unit is:
Students will learn the power of art by studying social justice artist and creating their own work of art that addresses a social issue.

Key Assignments:
Pamphlet
Issue research
Postmodern principle choice and reasoning
Sketch
Social Issue work of art - Students will create an original work of art in Adobe Photoshop or Illustrator that addresses a social issue of their choice
Artist Statement

Student Art Show
Creative Expression: 2.2
Connections, Relationships, Applications: 5.1, 5.3, 5.4

Essential Question: How can we display our art in a professional manner?

The purpose of this unit is to display students’ portfolios of art, and have students reflect on their year's work.

Key Assignments:
Design an advertising campaign for the show - Students will learn how to create a poster by designing one for our sister campus' theater production and then apply that knowledge to advertise for their own art show.
Research art exhibits and compare the way media covers them
Hang their works of art after careful deliberation
Reflection paper

**Technology and Engineering**

In order to help our students become competitive in the global workforce, Synergy Quantum Academy focuses on science, technology, engineering, and math (STEM) by requiring all students to take at least two semesters of an Engineering class or technology class. Additionally, Synergy Quantum Academy provides opportunities for students to take technology specific classes where they will engage in projects that range from basic PowerPoint or Keynote presentations to digital video filming and editing to robotics.
Whenever possible, in grades nine through twelve, technology instruction will be integrated into all courses. For instance, in math and science courses, students may use graphing calculators and various scientific probes attached to their computer or calculator to collect data and later use specialized software to help them analyze and understand the data as part of their physics course. Basic technology instruction may take place in ninth grade to teach students typing and word processing skills as well as how to create spreadsheets, charts, graphs and multimedia presentations. In tenth and eleventh grades, students may apply their technology skills in all subject areas. For example, students may apply basic word processing skills they may learn to publish their final writing assignments. For history-social science, students may apply multimedia skills they may learn to create a history-related PowerPoint or Keynote presentation or an iMovie video.

Summary descriptions of the Engineering and Technology courses that may be offered at Synergy Quantum Academy are listed below.

**Engineer Your World**

Engineer Your World is a year-long high school engineering course that provides hands-on, authentic engineering practices in a project-based environment. By scaffolding student learning over a series of engaging and socially relevant design challenges, the curriculum tells students the story of engineering as they develop design skills and engineering habits of mind. *Engineer Your World* promotes student learning in three categories: engineering applications, engineering process, and engineering skills and habits of mind.

In the area of engineering applications, student learning objectives are intended to guide students through an exploration of engineering’s societal impacts. Students explore past accomplishments; current and future challenges; and the interplay between science, technology, customer needs and evolving designs. Students also learn about engineering disciplines and careers, the multidisciplinary nature of practice, and professional codes and standards to which engineers adhere.

The acquisition of engineering design skills is central to the *Engineer Your World* course experience. All units employ a standardized engineering design process (Figure 1) so that the process becomes ritualized for students. This enables students to focus their efforts in each unit on learning and applying engineering skills and habits of mind to solve the immediate challenge at hand.

*Engineer Your World* seeks to equip students with the skills and habits of mind that engineers use to address and solve design challenges. These are divided into seven categories, namely:

- **Systems Thinking** – Systems thinking is a set of habits or practices based on the belief that the parts of a system can best be understood in the context of relationships with each other and with other systems, rather than in isolation. Emphasis is placed on a top-down perspective, the system environment and critical interfaces.

- **System Understanding and Quantification** – Students learn to characterize the system using quantitative techniques common in the practice of engineering, enabling a deeper understanding of the system.

- **Creativity** – Engineers think creatively within well-defined constructs. Students experience a variety of design approaches using concept generation and selection techniques employed by engineers.
Verification – Engineers must verify that a selected concept satisfies the design constraints, requirements and customer needs.

Communication – Students learn good communication skills and unique aspects of how engineers document and present design ideas and analytical results. Emphasis is placed on creating clear, detailed, precise and complete communication artifacts to ensure accurate interpretation by others.

Collaboration – Students learn the importance of working on multidisciplinary teams and understand the roles of team members. Emphasis is placed on engineering personality types, integrated product teams and examples of successful engineering teams.

Common Engineering Tools and Techniques – Students learn to use common tools and techniques that engineers employ to approach and solve problems and to manage projects. This category includes the understanding and application of domain-specific science and mathematics knowledge and appropriate technology tools, alluding to the importance of integrating STEM concepts in modern courses.

**Introduction to Engineering Design (“IED”)**

Designed for 9th or 10th grade students, the major focus of IED is the design process and its application. Through hands-on projects, students apply engineering standards and document their work. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community.

PLTW Engineering Design Professional Development utilizes a three-phase process to provide comprehensive high school STEM education training, program resources, and teaching strategies for activity-, project-, and problem-based learning within the classroom. Phase 1 includes Readiness Training and through self-paced e-Learning resources, teachers build awareness and confidence related to STEM education. Teachers become familiar with this foundation course in PLTW Engineering and its core concepts - the engineering design process and technical sketching and drawing, among other foundational engineering skills. They also build confidence with the Autodesk® Inventor® software used in the course. Successful completion of Readiness Training is required prior to registering for Phase 2, which is Core Training. Core Training is a collaborative, in-person training experience offered at PLTW Affiliate institutions across the nation and facilitated by PLTW Master Teachers. Introduction to Engineering Design Core Training is 10 days long and offered in the summer. Teachers apply their knowledge of APB and STEM education, and they gain confidence with the Introduction to Engineering Design curriculum as they explore activities such as working in teams on a virtual product design challenge, aided by the Autodesk® Inventor® software. Phase 3 provides ongoing training courses available through the myPLTW Learning Management System.

**Principles of Engineering (“POE”)**

Principles of Engineering (POE) is the second high school-level course of engineering at Synergy Academies. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students will have an opportunity to investigate engineering and high tech careers.
POE gives students the opportunity to develop skills and understanding of course concepts through activity-, project-, and problem-based ("APPB") learning. Used in combination with a teaming approach, APPB learning challenges students to continually hone their interpersonal skills, creative abilities, and problem solving skills based upon engineering concepts. It also allows students to develop strategies to enable and direct their own learning, which is the ultimate goal of education.

To be successful in POE, students should be concurrently enrolled in college preparatory mathematics and science. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community.

The course applies and concurrently develops secondary level knowledge and skills in mathematics, science, and technology.

The course of study includes:

- Mechanisms
- Energy Sources
- Energy Applications
- Machine Control
- Fluid Power
- Statics
- Material Properties
- Material Testing
- Statistics
- Kinematics

PLTW training for POE follows the same 3 phases as IED. Phase 1 provides self-paced e-Learning resources, teachers build awareness and confidence related to STEM education. Teachers learn how this foundation course in PLTW Engineering introduces students to some of the major concepts they will encounter in postsecondary engineering courses, such as mechanisms, strength of materials and structures, automation, and kinematics. Successful completion of Readiness Training is required prior to registering for phase 2 which is Core Training. Core Training is a collaborative, in-person training experience offered at PLTW Affiliate institutions across the nation and facilitated by PLTW Master Teachers. Principles of Engineering Core Training is 10 days long. Teachers explore applications of APB and STEM education, and they gain confidence with the Principles of Engineering curriculum as they engage in authentic such as machine control design using VEX® Robotics and ROBOTC® software. Phase 3 provides ongoing training courses available through the myPLTW Learning Management System.

**Introduction to Computer Science**

In this one semester course, students are introduced to the study of computer science, the Snap!/Scratch programming environment, as well as basic flow-of-control commands, and develop knowledge of procedural programming, with a focus on input/output to begin using programming as a way to model the world. Driven by the goal of programming a fully-functional interactive game by the end of the semester, students learn to use variables, loops and functions, and begin to think about how to ensure performance behavior in programs.
Students learn to think algorithmically and to classify algorithms by their type and running time. Students start using lists to store and retrieve data. They learn about the Object-Oriented paradigm and use cloning in Snap! (formerly Build Your Own Blocks, BYOB) to program hierarchical object models based on a template. Students channel the skills and knowledge they’ve developed to design, scope and implement their own project. Additionally, students will learn about computing and society by being exposed to a variety of current, relevant stories that show the breadth of the computer science field. Students will consider legal, ethical and societal effects of digital technology in today’s world.

**Exploring Computers**
In keeping up with the digital revolution that is occurring worldwide and emphasizing its STEM focus, Synergy Quantum Academy is moving toward a model of digital integration within the classroom setting. Exploring Computers is the introductory course that establishes the foundation for success in navigating effective computer usage.

**Technology Core Competencies at Synergy Quantum Academy**
1. Competency #1 – General Technological Awareness
2. Competency #2 – Responsibilities and Etiquette
3. Competency #3 – Information Research
4. Competency #4 – Keyboarding
5. Competency #5 - Word Processing
6. Competency #6 - Spreadsheets and Databases
7. Competency #7 – Multimedia

Students will develop the following skills in this course:
- Oral and Written Communication
- Professionalism, Work Ethic, Perseverance, and Academic Behavior
- Critical Thinking and Problem Solving
- Teamwork, Collaboration, Interpersonal Skills, and Awareness
- Respect for Diversity, Values, and Norms
- Creativity and Innovation
- Self-Direction, Independent Study, and Lifelong Learning
- Ethics, Justice, and Social Responsibility
- Information Technology Application
- Analysis, Reasoning, Justification, Interpretation, and Objectivity
- Precision and Accuracy
- Writing and Research
- Accepting Critical Feedback

**Computer Graphic Design**
This course will be creating, writing, communicating, and studying modern and historical art with a focus on the elements of art and principles of design. Computers will be the tool for visual problem solving, creative expression, research and communication. Art criticism and aesthetic valuing are ongoing through verbal and written critique of student and professional work. Students will learn about various art careers by working with community members to learn and create real products, scenarios and experiences.
The purpose of this course is to introduce the visual arts with a focus on the elements of art and the principles of design through two means. Students are introduced to knowledge and content like art history, aesthetics, art theories, art criticism, and art exhibitions. Secondly students are introduced to creativity and art production using various digital media programs and skills. Students learn Photoshop, Illustrator, video editing through Windows Movie Maker, photography, and drawing. Students are always writing and discussing found art, their art and their peers’ art. Students work in collaborative groups in order to learn and demonstrate interpersonal communication, commitment to shared responsibilities, team and leadership. Students are encouraged and assessed on seeking challenges (thinking outside the box), growing from setbacks, building confidence, finding personal relevance, meeting benchmarks, seeking feedback, tackle and monitor learning, actively participate, build relationships, impact self and community. Students learn the Feldman model of art criticism in order to discuss, critique, write and talk about art: description, analysis, interpretation, and judgment.

The course is divided into the following units:
Logo Design Creation for SwimCell
Creative Expression: 2.1, 2.3, 2.4
Essential Question(s):
What is a logo and what makes a good design?
What programs do graphic designers use to create logos?
How can we create a logo to appease a client?

The purpose of this unit:
Is to introduce students to graphic design with a real life work scenario. SwimCell Owner/CEO is in need of two logos for her products that she would like the students to create. Students will also be introduced to color theory, elements of art and principles of design, typography and Illustrator.

Key Assignments:
Logo Game
Client Questionnaire
Intro to Illustrator
Illustrator Elements
Sketch
Critique
Final product - Students will each create one final logo for either SwimCell or HydraMate using Adobe Illustrator. After students learn about the client and product, students will begin by sketching their logo. Students practice and refine their drawing skills by perfecting their sketches. Students then upload their sketch to the computer, opening it in Illustrator, creating a vector drawing out of their sketches and manipulating the vector shapes digitally.
Client presentation
Reflection

Art Criticism
Artistic Perception: 1.1, 1.2, 1.3, 1.4, 1.5
Aesthetic Valuing: 4.1, 4.2, 4.3, 4.5
Connections, Relationships, Applications 5.4
Essential Question(s):
How do we read art? How does that translate to talking and writing about art?
The purpose of this unit is to:
Introduce students to art criticism and the Feldman model. Students will then write a persuasive essay defending a work of art.
Key Assignments:
Christina’s World handout
Class persuasive essay
Personal persuasive essay - Students will learn art criticism and learn about art critics and aestheticians through a classroom discussion on Andrew Wyeth's Christina World. Students will formulate an option of the work and then change or defend that opinion based on the options of their peers. Using the Feldman model of art criticism, students will learn to identify and discuss the principles of design and elements of art in artwork. Students will compare Self Portrait (The Desperate Man) (1843-44) by the French painter Gustave Courbet with Self Portrait with Dark Coat (1994) by the Icelandic painter Louisa Matthiasdóttir. Students will answer questions through class discussion to "read" the works of art. Students will learn about the works of art, and compare the ways the meaning has changed. Students will write a persuasive essay after choosing one of two prompts based on the work and articulate how their personal beliefs, cultural traditions, and current social, political and economic contexts influence their interpretation of the art.

Art History
Artistic Perception: 1.1, 1.2, 1.6
Creative Expression: 2.1, 2.3, 2.4
Historical and Cultural Context: 3.1, 3.2, 3.3, 3.4
Aesthetic Valuing: 4.4, 4.5

Essential Question(s):
How can we study art history with a contemporary lens?
What is different between copying and appropriation?

The purpose of this unit to
Introduce students to various art movements in chronological order and introduce the postmodern principles of design.

Key Assignments:
What is appropriation?
Art history research and inspiration - Students will learn art movements from the Renaissance to present, comparing digital art to traditional media by studying the work of art historians. Students will describe how time, place and culture influence the meaning of art in select historic and contemporary cultures.
Sketch
In Progress Critique
 Appropriation Project:
Artist Statement - Students will continue to use the Feldman model of art criticism to discuss their own works of art and articulate the process and rationale for reworking their art after the in progress critique.

Self Portrait
Artistic Perception: 1.1, 1.2, 1.6
Creative Expression: 2.1, 2.3, 2.4, 2.5
Aesthetic Valuing: 4.4, 4.5

Essential Question(s):
What is our identity?
How do we make meaning in art?

The purpose of this unit is:
Students will be creating works of art that portray personal meaning about themselves.

Key Assignments:
Artist research
Identity worksheet
Postmodern principle choice and reasoning
Photo
Sketch
Self portrait
Artist statement

Social Issue
Artistic Perception: 1.1, 1.2, 1.6
Creative Expression: 2.1, 2.3, 2.4, 2.6
Aesthetic Valuing: 4.4, 4.5
Connections, Relationships, Applications: 5.2

Essential Question(s):
How can we use art to promote change?

The purpose of this unit is:
Students will learn the power of art by studying social justice artist and creating their own work of art that addresses a social issue.

Key Assignments:
Pamphlet
Issue research
Postmodern principle choice and reasoning
Sketch
Social Issue work of art - Students will create an original work of art in Adobe Photoshop or Illustrator that addresses a social issue of their choice
Artist Statement

Student Art Show
Creative Expression: 2.2
Connections, Relationships, Applications: 5.1, 5.3, 5.4

Essential Question: How can we display our art in a professional manner?
The purpose of this unit is to display students’ portfolios of art, and have students reflect on their year's work.

Key Assignments:
Design an advertising campaign for the show - Students will learn how to create a poster by designing one for our sister campus' theater production and then apply that knowledge to advertise for their own art show.
Research art exhibits and compare the way media covers them
Hang their works of art after careful deliberation
Reflection paper

Other Electives and Support

Synergy electives may change from year to year depending on student interest, teacher availability, and Master Scheduling.

Algebra 1 Tutorial (Support)
In the transition between middle school and high school, many students have developed gaps in knowledge when it comes to mathematical principles. Algebra 1 Tutorial is designed to help provide students with additional foundational skills and practice required to successfully complete Algebra 1. It is a separate course from Algebra 1 and will be graded separately. This class will focus on whole number operations, fractions and mixed numbers, decimals and percent, signed numbers and variable expressions.

English 9 Composition (Support)
This course is designed to develop students into critical thinkers who can confidently express themselves in writing. This class is strongly focused on developing your vocabulary, grammar, writing, and reasoning skills. English Composition will focus in the following essential questions:
• What is the difference between fact and opinion?
• What is an inference? How do you make an inference?
• What is a generalization? How do you make a generalization?
• What does it mean to analyze? How do you analyze?
• What is evidence?
• What is a claim?
• What is fiction? What is an expository text?
• What are the basic formatting rules of MLA?
• What is ethos, pathos, and logos?
• What are credible online sources?
• How do I research in the library?
• How do I use a database for research?
• How do I incorporate research into an essay?
• What are the differences and similarities between a response to literature vs. a persuasive essay?
• How can word choice affect the persuasiveness of an argument?
• How do writers vary their writing for different audiences and purposes?
• Why is creative writing a powerful form of expression of ideas and emotion
**Creative Writing**
This course is designed to facilitate the student's creative faculties and abilities. The course will serve as an introduction to the writing of original poetry and short fiction and drama. Instruction in literary techniques will direct the student's writing. In addition to working within literary conventions to produce manuscripts, students will be exposed to exemplary texts by selected authors. Students will learn to critique their own work and the work of others by participating in writing workshops.

**Film Studies**
Cinema has been an integral component of U.S. and world culture since it was invented in the late 1890s. Starting with the first filmmakers, the Lumière brothers, cinema as we know it today has had a major influence and impact on all areas of life.

The scope and focus of this class is manifold. Overall, this class is designed to act as a survey class, where students will be exposed to a variety of films from different genres, directors, time periods, styles, and approaches. Horror films, parodies, science fiction, social commentary, comedy, and more – this class will be watching all of these.

As the class progresses, students will also learn various other aspects of cinema, such as the terminology and history of cinema, its relationship to the cultural zeitgeist of the time, and its modern day relevancy, among other issues and topics that will be explored.

This class will involve a good deal of discussion, research, reflection, and critical thought. Part of this will be done in class, and part of this will be done via written assignments, essays, and other individual and group projects.

One of the ultimate goals of this class is to ensure that when students leave, they:

- Are more familiar with the overall arc, history, and process of cinema and cinematic creation
- Are a more educated cinema viewer, familiar with the body of work that has come before and how it influences the films that are being made today
- Are more well-versed in the use of cinema as a medium for storytelling, and how it has unique advantages and disadvantages in comparison to other mediums (writing, theater, etc.)
- Are more familiar with how cinema can be used to explore, discuss, and start conversations in modern day culture regarding specific topics
- Will understand the significance of cinema in a culture that is becoming more and more oriented towards visual media, and what the implications for this may be

**Yearbook**
This course is designed to teach the skills necessary to produce the school yearbook, which offers a complete record of an entire school year. The year begins by planning the coverage for the school year and designing a unifying theme for the book. Students will study magazine journalism including layout and design techniques, writing and editing copy, headlines and picture captions. This course provides the study of and practice in gathering and analyzing information, interviewing, note taking and photography. Students will learn proofing strategies and work independently with photographers. At times, deadlines require that staff members work after school, on weekends, and holidays. Students will learn good work habits and are responsible for all phases of yearbook publication.
Upon completion of the course students will be able to:

- apply the basic principles of page design and layout
- operate software
- write copy for captions and text
- shoot, select, and crop photographs for layout
- execute a publication strategy

**College Prep/12th Grade Seminar**

College Prep/12th Grade Seminar is a course that prepares students for life after high school. It is a course specifically designed to map the knowledge and skills required for students to venture out to college and the work force. The learning objectives of the units are aimed at ensuring ALL students:

- Are College and Career Ready
- Have chosen a college or program that is based on a career of their choosing.
- Have chosen a college or post-secondary training option that will provide the program or major that meets their career requirements.
- Enter college or post-secondary training with a detailed and personalized Career and Education Plan detailing an efficient path to a self-sufficient life.

Additionally, throughout the year, students will take part of two business leadership programs. First, *Junior Achievement Be Entrepreneurial* is a seven-week program specifically designed for students to learn the essential elements of a practical business plan that challenges them to start an entrepreneurial venture while still in high school. Students will learn about advertising, competitive advantages, financing, marketing, and product development. Secondarily, *Junior Achievement Company Program* is a twelve-week program providing basic economic education for high school students by allowing them to organize and operate an actual business. Students not only learn how businesses function, they also learn about the structure of the U.S. free enterprise system and the benefits it provides. Various guest speakers will arrive to give presentations on a weekly basis about college life, career choices, leadership, entrepreneurial (business) models, responsibilities, and projects.

**Cultural Studies**

In this course, students will explore identity through an understanding of how economics, politics, history, family, gender, education, literature and the arts have shaped various cultures in the United States and the diverse experiences of people in the United States. They will investigate how our understanding of how American cultural life has shaped various groups and how events affect individual identity formation. Students will also explore what they each bring to the classroom and how they each contribute to their learning. Critical thinking will lead to the kind of critical questioning that decodes and deconstructs the function and formation of these elements in society. Within this course:

- Students will examine the multiple ways that minority groups have been defined and named in the United States, as well as understand the contributions these groups have made to the larger U.S. culture.
- Students will discuss the ways in which historical events, social and economic change, and social movements shape and are reflected in changing personal identity, family experiences, stories, and memories.
• Students will employ the terms, concepts, and methods required in the study of Cultural Studies through the following frameworks: economic, political, historical, racial, class, familial, gender, immigration, educational, artistic expressions, and literature.
• Students will write and speak to discover new insights. Students will revise their ideas and their writing in order to achieve expression that is clear, compelling, and challenging.

**Health**
This class will cover basic anatomy and physiology so that students can have a strong foundation on how all the body systems work and be able to understand concepts related to disease prevention. Health Education provides opportunities for students to acquire knowledge, skills, and attitudes necessary for life-long, health-enhancing behaviors.

The primary goal of Synergy Quantum Academy’s Health Education Core curriculum is to develop the knowledge, skills, and behaviors essential to become “health-literate.” A health-literate person understands the medically accurate principles of health promotion, and disease prevention and is able to apply that knowledge to personal attitudes and behaviors that support healthy living. By the end of the semester students will be able to:
- Understand concepts related to disease prevention.
- Practice health-enhancing and risk-reducing behaviors.
- List and describe the components of the body systems.
- Apply a decision-making process to a personal health issue or problem.
- Explain how decisions regarding health behaviors have consequences for oneself and others.

**Piano Keyboards**
This course is designed for students who wish to develop basic piano playing skills, or expand on their existing skills. Time in class will be spent both on and off the keyboards. While playing, students will be working individually and in small groups to master the techniques of playing and to learn pieces. There will also be time spent in group instruction on musical notation and theory. Finally, the students will use recordings they make to create their own music in GarageBand. Upon completion of this class:
- Students will gain an understanding of musical notation
- Students will learn basic music theory
- Students will develop their individual playing skills
- Students will develop effective practice techniques
- Students will learn the basics of utilizing the synthesizer to its fullest degree

**Associated Student Body (“ASB”)**
In order for student activities to take place on campus, Synergy Quantum Academy has assembled a student council, the Associated Student Body (“ASB”) to represent the students’ needs and desires. ASB is the student group that is responsible for planning, executing, and reflecting upon social, fundraising, service, and spirit events at Synergy Quantum Academy. Students will develop personally and professionally in the field of student leadership.

By participation in this class, students will:
- Create and sustain school-wide participation in communal events.
- Ethically manage finances and sensitive documents for the betterment of school culture.
- Demonstrate proficiency in the qualitative skills listed below with regard to academic assignments.
Understand their role in supporting the community and continue in a lifelong pursuit bettering themselves and the community.
Serve as role models for the students at Synergy Quantum Academy

Leadership Development
In today’s fast-paced and ever evolving world, universities, business, and other organizations consider leadership skills essential in evaluating the eligibility of potential candidates. Leadership Development is the study and practice of the art and the science of leadership. Students are been provided the opportunity to create positive social change within the context of their school environment.

By participation in this class, students will:
• Plan and implement positive social change by leading within and outside the classroom.
• Demonstrate proficiency in the qualitative skills listed below with regard to academic assignments.
• Understand their role in supporting the community and continue in a lifelong pursuit bettering themselves and the community.
• Support the initiatives of the executive board of the ASB

Students will develop the following skills in this course:
• Oral and Written Communication
• Professionalism, Work Ethic, Perseverance, and Academic Behavior
• Critical Thinking and Problem Solving
• Teamwork, Collaboration, Interpersonal Skills, and Awareness
• Respect for Diversity, Values, and Norms
• Leadership Skills
• Creativity and Innovation
• Self-Direction, Independent Study, and Lifelong Learning
• Ethics, Justice, and Social Responsibility
• Information Technology Application
• Analysis, Reasoning, Justification, Interpretation, and Objectivity
• Precision and Accuracy
• Writing and Research
• Accepting Critical Feedback
WASC Accreditation
Synergy Quantum Academy was granted a Six-Year Accreditation Status from the Western Association of Schools and Colleges (“WASC”), with a Mid-cycle Two-day Visit through June 30, 2021.

Transferability of Courses
Synergy Quantum Academy informs parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements via written correspondence as well as via parent meetings (both large group parent meetings and one-on-one parent meetings, as needed). Courses offered by Synergy Quantum Academy that are accredited by the WASC are transferable, and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria will meet college entrance requirements. Synergy Quantum Academy high school students who have a credit deficiency from failure to demonstrate proficiency in grade-level standards or who have transferred into Synergy Quantum Academy lacking the proper credits have several options for credit recovery. Students needing to follow a credit recovery plan must speak with their counselor before enrolling.

- Enroll in City of Angels’ Virtual Academy (offered during summer only)
- Attend an approved Teacher Directed Adult School Course
- Attend a community college
- Complete online credit recovery classes offered on Synergy Quantum Academy’s campus
- Summer School (if available)

Academic Calendar and Schedules
Synergy Quantum Academy will operate on a traditional 180 school-day calendar and plans to begin the first day of school on or around August 15, 2016 and end on or around June 9, 2017. SQA plans to have a one week fall break, a three week winter break, and a one week spring break. SQA will also observe the following holidays:

- Labor Day
- Veteran’s Day
- Thanksgiving
- Martin Luther King, Jr. Day
- President’s Day
- Cesar Chavez Day
- Memorial Day

The proposed regular bell schedule is for all school weeks but the two exam weeks, one at the end of each semester. During regular school weeks, all Tuesdays will be early release days for staff to attend professional development. The following schedule is the proposed regular bell schedule:
<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1 8:00-9:10</td>
<td>Period 1 8:00-9:30</td>
<td>Period 4 8:00-9:30</td>
<td>Period 1 8:00-9:10</td>
<td>Period 1 8:00-8:45</td>
</tr>
<tr>
<td>Period 3 10:10-11:00</td>
<td>Lunch 11:05-11:35</td>
<td>Lunch 11:05-11:35</td>
<td>Period 3 10:10-11:00</td>
<td>Period 3 9:40-10:25</td>
</tr>
<tr>
<td>Lunch 11:00-11:35</td>
<td>Period 3 11:40-1:15</td>
<td>Period 6 11:40-1:20</td>
<td>Lunch 11:00-11:35</td>
<td>Period 4 10:30-11:15</td>
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<tr>
<td>Period 4 11:40-12:30</td>
<td>Dismissal 1:15</td>
<td>Period 7 1:25-3:15</td>
<td>Period 4 11:40-12:30</td>
<td>Lunch 11:15-11:45</td>
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<td>Period 6 1:30-2:20</td>
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<td>Period 6 1:30-2:20</td>
<td>Period 5 12:50-1:35</td>
</tr>
<tr>
<td>Dismissal 3:15</td>
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<td>Dismissal 3:15</td>
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The following schedule is the proposed exam bell schedule:

<table>
<thead>
<tr>
<th>Exam Day 1</th>
<th>Exam Day 2</th>
<th>Exam Day 3</th>
<th>Exam Day 4</th>
<th>Exam Day 5</th>
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<tbody>
<tr>
<td>Period 1 8:00-8:30</td>
<td>Advisory 8:00-8:45</td>
<td>Advisory 8:00-8:45</td>
<td>Advisory 8:00-8:45</td>
<td>Period 1 8:00-8:30</td>
</tr>
<tr>
<td>Period 2 8:35-9:05</td>
<td>Period 2 8:50-10:50</td>
<td>Period 4 8:50-10:50</td>
<td>Period 6 8:50-10:50</td>
<td>Period 2 8:35-9:05</td>
</tr>
<tr>
<td>Period 4 9:45-10:15</td>
<td>Period 3 11:30-1:30</td>
<td>Period 5 11:30-1:30</td>
<td>Period 7 11:30-1:30</td>
<td>Period 4 9:45-10:15</td>
</tr>
<tr>
<td>Break 10:15-10:30</td>
<td>Dismissal 1:30</td>
<td>Dismissal 1:30</td>
<td>Dismissal 1:30</td>
<td>Break 10:15-10:30</td>
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<tr>
<td>Period 5 10:35-11:10</td>
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<td></td>
<td>Period 5 10:35-11:10</td>
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<tr>
<td>Lunch 11:10-11:45</td>
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<td>Lunch 11:10-11:45</td>
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<tr>
<td>Period 6 11:50-12:30</td>
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<td>Period 6 11:50-12:40</td>
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<td>Period 7 12:35-1:10</td>
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<td></td>
<td>Period 7 12:45-1:30</td>
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<tr>
<td>Period 1 1:15-3:25 (exam)</td>
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</tr>
<tr>
<td>Dismissal 3:25</td>
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</tbody>
</table>

Instructional Minutes

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Professional Development

The strength and distinctiveness of Synergy Quantum Academy lies in its high expectations and noble vision of creating a rigorous instructional program that will allow its students to eventually attend the four-year university of their choice. Thus, it is critical that the experiences, knowledge, and philosophies of personnel reflect this vision. In addition to being highly-qualified as defined by No Child Left Behind, teachers must demonstrate a high degree of content knowledge (what to teach) and instructional ability (how to teach). They must hold the appropriate teaching credential as determined by the California Commission on Teacher Credentialing. Additionally, they must be collaborative, be willing to learn and implement effective instructional approaches, and possess strong classroom management skills. Since the School’s focus is on science, technology, engineering, and math, Synergy Quantum Academy will also try to recruit highly-qualified teachers with subject area knowledge in math, science, and/or technology backgrounds such as engineering or computer science degrees in order to support student achievement and collaborative learning for all students.

Synergy Quantum Academy plans to recruit and hire its own teachers. Teachers will be recruited in the following manner:

- Announce/advertise openings in a variety of ways, including placing ads in education/teacher recruiting websites, posting information on the school website, attending career fairs, sending information to university and college education programs, and word of mouth.
- Accept applications, including résumés, references, and letters of recommendation.
- Conduct interviews and contact references.
Synergy Quantum Academy uses an on-going program of professional development that engages in capacity building to ensure that teachers have the skills to deliver the Charter School’s instructional program. The year begins with teachers coming together to discuss student data. This is critical to developing protocol for facilitating data-driven dialogue. Throughout the year, we continue to look at different data sets as a means of marking our areas of successes and areas where more work is needed. Data sets analyzed include the Scholastic Reading Inventory, the Scholastic Math Inventory, State Assessment Results, and teacher created formative and summative assessments. This is followed by a discussion on supporting English Learners using the SDAIE method and Scaffolding Instruction. These two areas are critical in order to effectively use SDAIE strategies in every content area and it is necessary to revisit before the school year gets underway. In their article, “What Teachers Need to Know About Language,” Lily Wong Fillmore and Catherine E. Snow provide a rationale for why current and prospective teachers need to know more about language than was thought necessary before. The authors provide a checklist emphasizing courses that inservice teachers need to take to prepare them for the multilingual, multicultural classrooms of today. This checklist can be used as a source for readings and follow-up conversations for our professional development time on Tuesday afternoons.

Teachers will be actively involved in curriculum development and receive training prior to the start of each school year for ten (10) days. Summer reading has included *Culturally Responsive Teaching: Theory, Research, & Practice* by Geneva Gay, and *Teach Like a Champion* by Doug Lemov. These books, in part, help teachers consider using multiple modalities, multiple assessments, and multiple entry-points so that all students can meet the standards. In addition to reading books, web seminars, videos, and articles from the Association for Supervision and Curriculum Development (“ASCD”), an organization that also provides expert trainers and facilitators, are available for teachers’ use.

Weekly meetings are held to implement an on-going professional development plan and to create an atmosphere of professional dialogue about various issues. Synergy Quantum Academy arranges for training from a variety of professional development providers in addition to using in-house expertise.

Whenever possible, professional development will be provided by the education representatives from the textbook publishing companies and/or by content area experts (guest speakers) on how to use and teach the specific instructional programs selected by the Charter School. Experienced teachers and the administrators also lead professional development based on their personal teaching experiences, research, and observations. New teachers are assigned a mentor who is an experienced teacher in their content area and are provided with additional support and/or training as needed. Synergy also provides for new teachers who possess a preliminary credential to clear their credential through a BTSA program.

Synergy Quantum Academy designates funds for conferences such as the annual California Charter Schools Conference and other outside professional development. Synergy encourages every teacher to belong to one professional organization in her/his content area and to consider attending a local or national conference every two years such as attending the National Science Teachers Association (“NSTA”) conference or the California Mathematics Council (“CMC”) conference. SQA’s budget includes funding for every teacher and administrator to attend at least one conference or training per year.

Additional details of the Charter School’s professional development plan and specific professional development providers are determined throughout the year by the students’ and teachers’ needs. Below is a sample professional development schedule:
• August/September: Classroom Management, Developing a School Culture, Synergy Quantum Academy’s policies, procedures, and state and federal requirements such as mandated child abuse reporting, etc., Standards-Based Daily and Long-Term Lesson Planning, instructional strategies for English Language Arts, Math, Science, History/Social Science, STEM, and the Arts, special education training regarding Student Success Team (“SST”) meetings and information about IEPs, overview of all of Synergy Quantum Academy’s instructional materials and programs, and/or CELDT Test training; grade-level and department meetings
• October: Differentiating Instruction to Meet Diverse Students’ Needs, Continuous Professional Development in Reading, Writing, Math, Science, and History Instruction depending on teachers’ and students’ needs; grade-level and department meetings
• November: Understanding and Using Data to Drive Instruction - teachers will bring different teacher created student assessment results and/or writing samples for their peers to help review and grade so that the staff uses a consistent and reliable grading system/rubric; grade-level and department meetings
• December: Preparing for the Mid-Year Break and Getting Back on Track (self-reflection and planning for the remainder of the school year); grade-level and department meetings
• January/February: More English Language Arts, Math, Science, and History/Arts Instructional Strategies; grade-level and department meetings
• March/April: CAASPP training; focus on integrating technology with core subjects; grade-level and department meetings
• May/June: How to Wrap-Up the School Year; Preparations for Summer School and for Next School Year

Meeting the Needs of All Students

English Learners
The Charter School will meet all legal requirements for English Learners (“EL”) including annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. SQA will adopt its own EL Master Plan.

Home Language Survey
The Charter School will administer the home language survey upon a student’s initial enrollment into the Charter School (on enrollment forms). The home language survey consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

If the answers to all four questions are English, the student is identified as an English Only Speaker (“EO”). If the answers to all four questions are a language other than English or a combination of English and another language, the student is currently assessed using the California English Language Development Test (CELDT)
to determine his or her proficiency in English. If the parent’s response to the first three questions on the home language survey is English, and the response to the fourth question is a language other than English, then reasonable doubt may exist as to the student’s home language. In this case, the Charter School’s office staff must research the student’s home language background using the following indicators, as well as consultation with the student’s parent:

- Parent/guardian requires an interpreter to communicate in English
- Parent/guardian speaks to their child in a language other than English
- The home language survey is completed in a language other than English, including spelling the word “English” in another language (e.g. Ingles)
- Student initiates interaction with their parents/guardians in a language other than English
- It is revealed that the child, while their parent/guardian is at work, is under the care of a person(s) who speaks a language other than English
- Student, after having been enrolled in the Mainstream English Program for fifteen (15) days, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English based on classwork, assessments, and teacher/staff observation

**CELDT Testing**

All students who indicate that their home language is other than English will be California English Language Development Test (“CELDT”) tested within thirty days of initial enrollment1 and at least annually thereafter between July 1 and October 31 until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the Elementary and Secondary Education Act for annual English proficiency testing.

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

**Strategies for English Learner Instruction and Intervention**

Synergy Quantum Academy is dedicated to serving the needs of its English Learners those students and will support them through a combination of modified instruction, a supportive school culture, and additional academic support as needed. Synergy Quantum Academy trains its staff to meet the needs of its English Learner students. Professional Development is led by school administration and central office staff on scaffolding instruction and providing sheltered instruction using SDAIE methods. Differentiation can also be provided through the use of technology. For example, Achieve 3000 is used and provides students articles that are differentiated according to Lexile levels. Synergy Quantum Academy will also utilize the English Language Development resources that are provided by the textbook publishers that Synergy Quantum Academy may use for the four core curricular areas of language arts, mathematics, history-social science, and science. Many activities may be hands-on rather than solely text based, thereby diminishing the reliance on reading and listening as the only learning modalities. For example, the Charter School plans to teach hands-on science laboratory experiments as part of its science classes. Students with limited English, such as newly arrived

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1 The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
students to the country, are provided a full time bilingual support person, Rosetta Stone for English and ESL instruction utilizing Oxford Picture Dictionary which is a fully integrated vocabulary development program, progressing from essential words to the more complex, delivered in short thematic units and the Voyager Sopris program Speaking and Listening to the English Language. Other support methods for all English Learners may include offering after school intervention programs, Saturday school, and/or summer school.

**Reclassification Procedures**

Students in grades 9-12 will reclassify based on the following requirements:

- **Annual CELDT Scores**
  - Overall performance of 4 or 5 with sub scores of 3 or higher in all areas
- **Teacher Evaluation**
  - Report Card Grades of C or higher in English
- **Demonstration of Basic Grade-Level Skills**
  - Scholastic Reading Inventory score of 1000 and above Grade 9, 1025 and above Grades 10-12 or
  - CAHSEE scaled score of 350 or higher in grades 10-12
- **Parent Consultation and Notification**

All Reclassified Fluent English Proficient (“RFEP”) and Long Term English Learner (“LTEL”) students are monitored at the end of each reporting period. If a student is not making satisfactory progress after reclassification, the administrator/designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

- Student/teacher/parent conference
- Specialized reading, writing, and/or math instruction
- After school and/or before school academic support
- Intervention/Intersession classes
- Summer school

English Learners with disabilities will follow the same methods for identification and reclassification while adhering to appropriate testing accommodations and/or modifications listed in their IEPs. In addition to the aforementioned criteria for reclassification, the IEP team should also determine if an EL with a disability has met the English Language Development (“ELD”) goal(s) in his/her IEP.

**Monitoring and Evaluation of Program Effectiveness**

Synergy Academies’ schools will use the following to monitor and evaluate the effectiveness of our EL program and instruction:

- Individual student improvement on the CELDT/ELPAC test from year to year
- Individual student improvement on the CAASPP from year to year in grades 3-11
- Individual student improvement on the Scholastic Reading Inventory (“SRI”) from year to year in grades 2-12
- School-wide RFEP rate
- School-wide CAASPP sub group reports for grades 3-11
The results of this evaluation will drive our professional development needs as well as inform us of the effectiveness of our materials and instruction to ensure we are meeting the needs of our English Learners.

**Gifted and Talented Students and Students Achieving Above Grade Level**

**Identification**
Gifted and Talented Students are identified upon enrollment based on enrollment information and prior school records. Students not yet identified upon enrollment can be referred for assessment based on proficiency on CAASPP assessment results, report card grades, and/or teacher referral. A Student Success Team meeting that includes the student and the parent will determine if the student will be eligible for testing. If eligible, contact the LAUSD Charter School's office to start the fee-for-service process before a referral can be submitted for students to be assessed.

**Meeting the Educational Needs**
Since Synergy Quantum Academy has the responsibility of assuring that all students’ educational experiences are rigorous, teachers are prepared to provide additional challenges for these students even though Synergy Quantum Academy’s research-based curriculum is already academically demanding. Students who are high achieving have the opportunity to take Honors classes in English 9, English 10, World History and Advanced Placement courses including U.S. History, Government, English Literature, English Language, Spanish Language, Calculus. Incoming 9th graders that are strong in math take Physics instead of Integrated Science so that they can take AP Physics before graduating and selected rising 10th graders have the opportunity to take Algebra 2 and Geometry so that they can take AP Calculus in their senior year.

**Monitoring Progress**
Synergy uses its student information system to monitor the progress of gifted and talented students on all available external assessments such as CAASPP, CELDT/ELPAC, CAHSEE, AP, PSAT, SAT/ACT and at each reporting period based on subject grade performance.

**Students Achieving Below Grade Level**

**Identification**
Synergy Quantum Academy will use the On Track system developed within its student Information System, Illuminate to assist in identifying those students who are achieving below grade level. This system is similar to the National High School Center’s Early Warning System. Establishing a set of parameters that analyze real time attendance/tardy data, grades, GPA, course completion and behavioral referrals, reports can be generated on a daily basis that indicate those students who may be in need of intervention. Periodic assessments such as the SRI and SMI are also used to a universal screening process to identify students who may be at risk of achieving below grade level. At a minimum, those reports will be run every 30 days. Additionally, teachers, administrators, support staff, and parents may identify students as needing additional interventions at any time or students can self-refer.

**Meeting the Educational Needs**
SQA meets the needs of these students using the three tiered Response to Intervention (RTI) model. Tier one provides the primary prevention of more intensive interventions with high quality instruction that meets the needs of most students. A classroom teacher may identify students who need additional help and differentiate instruction and implement additional strategies. For students identified by the On Track system, SRI and SMI results, or for students who are not responding positively to classroom interventions, that student is referred for and Student Success Team (SST) meeting. By examining student health, attendance, work and study habits,
behavior, and/or language needs the SST will determine if and what tier two interventions are necessary to support academics and/or socio-emotional development. The SST is comprised of teachers, parents, administrators, and the student, and they are responsible for developing a plan for the student’s progress. An action plan may include modifications and supports to be provided by the teacher, small group instruction within the classroom setting, after school tutoring and intervention, as well as other intervention strategies for families to implement at home and outside of school. If at the initial SST meeting, or during follow up SST meetings to discuss student progress, the team determines that a student should be pre-screened for a possible learning disability, then the SST would move into a Tier III category. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes were reviewed with the parent and consent was sought to evaluate if a child meets the criteria for receiving additional support with special education services or for a Section 504 evaluation.

Monitoring Progress
Students achieving below grade level are monitored in a variety of ways. Those who are receiving in class interventions are monitored by the classroom teacher(s) to ensure their effectiveness. If the modifications and/or supports are not showing improvement within six weeks, that student is referred for an SST. The plan developed at the SST includes short-term goals and benchmarks based on the students needs with a specific support plan and interventions in place to address academics and/or socio-emotional needs. A six week follow up meeting analyzes the progress of the student by looking at factors such as attendance, grades, sample work, and behavior. The monitoring of student progress determines if the supports are effective, need to be modified, or if additional supports need to be put in place. Monthly On Track reports and SRI and SMI testing provide universal progress monitoring of students to ensure all students are making progress.

Socioeconomically Disadvantaged Students
Identification
Socioeconomically Disadvantaged Students are identified both upon enrollment and on an annual basis. Identification takes place annually with parent completion of the Free or Reduced Price meal Eligibility Application for the National School Lunch Program.

Meeting the Educational Needs
Given that typically over 95% of our students qualify for free and reduced lunch, SQA operates a school wide Title I program and its instructional methodology and program are carefully created and chosen with this population in mind. Synergy Quantum Academy also designed its program so that all students will obtain access to the regular grade-level curriculum and there are also opportunities for students to obtain either intervention help during the regular school day or an accelerated curriculum during the regular school day for students who are ready for more challenging work. Additionally, after school intervention, Saturday school, and/or summer school is provided for students who are academically behind. Synergy Quantum Academy also plans multiple field trips throughout the school year in order to provide all students with firsthand experience outside of the classroom in order to strengthen their “cultural currency” that will enhance their understanding of their grade-level curriculum inside the classroom. Technology access for both students and teachers increases student engagement and allows our students to be not only consumers of technology, but producers as well. Parent education and involvement is encouraged and parents take an active role in their education of their child by attending a variety of events including our Parent Empowerment Workshops, Parent Teacher Conferences, and Informational Meetings.
Monitoring Progress
The progress of socio-economically disadvantaged students is tracked alongside our general performance monitoring of all students as well as individually using the On Track reporting system, SRI and SMI results, external assessments such as CAASPP, CELDT/ELPAC, CAHSEE, AP, PSAT, SAT/ACT and at each reporting period based on subject grade performance.

Students with Disabilities
NOTE: The District Required Language contains all provisions that address matters related to students with disabilities and special education.
“A Typical Day”

On a typical day at Synergy Quantum Academy, visitors will see students eager to learn, on-task, and engaged in rigorous, standards-based instruction in a rich, college-preparatory curriculum that teaches multiple subjects, that meets the University of California’s A-G requirements, and that focuses on STEM. Teachers will be seen implementing a variety of teaching methodologies while administrators and support staff will be visibly present and involved in the day-to-day operations of the Charter School.

The school day may start with a Morning Assembly where students and faculty join together to recite the Pledge of Allegiance followed by The Learner’s Creed (by Ernestine Mitchell) and The Synergy Creed (by Dr. Randy Palisoc):

The Learner’s Creed
I believe in myself and my ability to do my best at all times.
I am responsible for my life and for all my actions.
   I will listen, I will see,
   I will speak, I will feel,
   I will think, I will reason,
   I will read, I will write . . .
I will do all of these things
With one purpose in mind . . .
To do my best and to not waste this day
For this day will not come again.

The Synergy Creed
At Synergy, we're all in this together
because together we are better.
We bring out the best in each other
and in ourselves
every day in every way.

All students will have seven periods that include the four core subjects of English, Math, Science, and/or History-Social Science (or Government and Economics). The other periods may include a World Language class such as Spanish, a Visual and Performing Arts class such as Music Appreciation, or a STEM-focused class or other elective. On Mondays, Thursdays, and Fridays, students attend all seven of their classes from 8:00 a.m. to 3:15 p.m. On Tuesdays, students attend three of their class periods from 8:00-1:15, and on Wednesdays, students attend the other four of their seven classes from 8:00 a.m. to 3:15 p.m. On Tuesdays, the close of school is followed by staff development. After school, students can participate in a variety of sports teams, clubs, and extracurricular activities.

Synergy Quantum Academy firmly believes that becoming proficient readers of grade-level text is the most important outcome for students in order to prepare them for college-preparatory high school classes. Teachers will deliver direct instruction of a rigorous language arts curriculum, and there will also be guided practice and independent practice. Students also have the opportunity to work collaboratively with their peers.
Math instruction will also be an important part of the school day. Again, a rigorous, standards-aligned curriculum will be delivered using multiple teaching strategies. For example, math instruction may include the use of a textbook as well as the use of math manipulatives that provide opportunities for hands-on learning.

Since the Charter School is a STEM-focused school, all students are required to take at least four semesters of Engineering and/or Technology classes. Additionally, whenever possible, technology will be embedded in other classes. For example, students can create Microsoft PowerPoint or Apple Keynote presentations for a history project, they can publish their final writing projects via Microsoft Word or Apple Pages and/or PowerPoint/Keynote, and they can graph their math problems and science experiments via Microsoft Excel or Apple Numbers. Because many students’ families do not have access to computers in their homes, Synergy Quantum Academy would like to provide its students with as many experiences with technology as possible and in multiple ways in order to compete with their more advantaged peers.

In addition to the Charter School’s emphasis on science, technology, engineering, and math, Synergy Quantum Academy also believes that a well-rounded, standards-based curriculum that includes history-social science and the arts is key to improving students’ academic achievement.

On Fridays, every student will participate in an advisory class. Advisory is time and space for students to establish meaningful relationships with at least one staff member so that they feel a personal connection to our Charter School, have monthly meetings with their academic counselors, and build school spirit via pep rallies and class meetings. There are four major areas that we aim to address through Advisory. They include Academic Success, Career Guidance, Community, and Relationship Building. Sample lesson plans and activities are provided to Advisory teachers. Our goal is that students will remain in the same advisory, with the same teacher, from freshman through senior year.

Overall, on a typical day, visitors will see that Synergy Quantum Academy’s students are engaged in multiple learning opportunities and are provided opportunities to access an academically stimulating curriculum to meet different students’ learning styles and interests.
Element 2: Measurable Pupil Outcomes and
Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C).)

Measurable Goals of the Educational Program
Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

Standardized Testing
Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Public School Choice Performance
Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School’s performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.
Measurable Goals of the Educational Program
Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Synergy Quantum Academy’s educational program.

Measurable Pupil Outcomes: Summative Assessment Performance Targets
Please refer to the LCFF State Priorities table in Element 1 for a description of the specific performance targets (pupil outcomes), for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, that align with the eight (8) state priorities identified in Education Code § 52060(d).

Other Performance Targets
Please refer to the LCFF State Priorities table in Element 1 for a description of all other measurable goals, including goals for any innovative components in the program, name each goal, the annual assessment tool(s) or other means to be used to measure levels of performance regarding the goal, and specific annual performance target(s) or outcomes.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Data Analysis and Reporting
Synergy Quantum Academy regularly utilizes assessment data to make changes in the implementation of the educational program, professional development activities, and resource allocations. Basing decisions on student data is core to our decision making process and evaluation of the success of the decision. Even though there is currently limited student achievement data on the proficiency level of our students within CCSS, in budget allocation, we made a shift in increasing funding for this year’s staff professional development to support and deepen teachers’ understanding of the new standards. Each teacher has the opportunity of attending outside conferences that focus on the instructional strategies for implementing the CCSS. The impact of this reallocation of funds will be evident in the performance levels of students on upcoming internal and external assessments.

Teachers implement a variety of formal and informal assessments to determine student achievement and use common planning time within subject areas to calibrate both the assessments and expected outcomes. To measure student understanding throughout lessons, teachers use such strategies as exit tickets, short writing prompts, do nows, whiteboards, fact tests, and student response clickers. Students demonstrate their level of understanding of course objectives that are aligned to the CCSS through traditional pen and paper tests, essays, include short writing responses, presentations, benchmark assessments, quizzes, exams, projects, visual presentations, midterm exams, and final exams. Cooperative learning assessments are also used. Assessments are modified and/or accommodations are provided to students with special needs in accordance with the student’s IEP. All students are given an opportunity to retake a test or resubmit a paper or project to improve their grade and demonstrate progress or mastery toward the objectives or standards being taught.

Teachers and/or groups of teachers write all internal assessments. Teachers have been trained on the Grant Wiggins’ Backwards Design model—writing the assessments first according to the level of rigor implied by the relevant standard. Once the assessments are created, then the data about our students’ individual reading and writing levels can be utilized to scaffold instruction so that they can successfully meet the level of rigor required.
To track student progress toward meeting or exceeding the Common Core State Standards and being College and Career Ready, The Northwest Evaluation Association (“NWEA”) Measures of Academic Progress (“MAP”) Assessments will also be administered as well as the Scholastic Reading Inventory and Scholastic Math Inventory. Data can be analyzed schoolwide, by subgroups, and on an individual student basis and student scores are correlated to College and Career Readiness. The data from each administration serves as an indicator of which students are progressing and which are in need of intervention. The data is also analyzed by teachers and administrators to make decisions and changes in curricular and instructional strategies. Teachers utilize the data to assess the curriculum and the instructional strategies being employed. School administrators use the data to identify school-wide trends, interventions, and course placements.

Students reflect on their grades and write action plans for improving their grades every five weeks. Having students engage in this consistent practice demystifies the grading process and enables students to see the connection between their grades and study habits. In addition, all students have access to the student portal of our online gradebook. This allows them to see their grades and attendance in real-time, assignments they are missing and need to make up, as well as the ability to communicate with teachers regarding questions they might have about their grades.

Board members, faculty, students and parents are involved at various levels in the assessment and monitoring process of student progress. The level of impact of each stakeholder group dictates the level of involvement. Board members and parents are the most removed group from the day-to-day practices of creating assessments and monitoring student achievement. Board members receive dashboards, a document with information on data such as enrollment, assessment scores, attendance rate and budget updates. Parents receive similar dashboards during parent meetings with the principal. Students receive their individual scores. In addition to receiving the same dashboards as board members and parents, teachers are given all of the scores of their students and any comparison data when applicable. The creation and distribution of our school dashboard to board members, teachers, and parents has been an effective process in keeping all stakeholders informed about our students’ progress toward achieving the academic standards. From recipients, positive feedback on the frequency and layout of the dashboards has been provided. Students and parents are also provided logins to the online grade-book portal where they can access grades and scores on assessments real-time. Families without internet access at home can access the on line grade book at any time during the school day via a computer station set up in the Counseling Office.

The following table illustrates the formal assessments used at Synergy Quantum Academy.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Subject(s)</th>
<th>Frequency</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>SRI</td>
<td>ELA</td>
<td>3 times per year</td>
<td>Formative</td>
</tr>
<tr>
<td>SMI</td>
<td>Math</td>
<td>3 times per year</td>
<td>Formative</td>
</tr>
<tr>
<td>NWEA</td>
<td>ELA and Math</td>
<td>2 times per year</td>
<td>Formative</td>
</tr>
<tr>
<td>Mid Terms</td>
<td>All Subjects</td>
<td>2 times per year</td>
<td>Formative</td>
</tr>
<tr>
<td>Final Exams</td>
<td>All Subjects</td>
<td>2 times per year</td>
<td>Summative</td>
</tr>
<tr>
<td>Writing Benchmark</td>
<td>ELA</td>
<td>3 times per year</td>
<td>Formative</td>
</tr>
<tr>
<td>CELDT/ELPAC</td>
<td>ELD</td>
<td>1 time per year</td>
<td>Summative</td>
</tr>
<tr>
<td>SBAC</td>
<td>ELA and Math</td>
<td>1 time per year</td>
<td>Summative</td>
</tr>
<tr>
<td>CST</td>
<td>Science</td>
<td>1 time per year</td>
<td>Summative</td>
</tr>
</tbody>
</table>
Grading, Progress Reporting, and Promotion/Retention

Synergy Quantum Academy’s high school grading practices are aligned with the A-G undergraduate admissions requirements. In order to satisfy the A-G requirements, students must pass all of their classes with a letter grade of a “C” or better. The University of California (UC) colleges such as UCLA and UC Berkeley will not admit students with high school grades of D or F. In an effort to promote college eligibility, beginning with the class of 2016, Synergy Quantum Academy will no longer assign a letter grade of a “D.” To receive course credit, students must earn passing grades of an “A,” “B” or “C.” Students who do not earn a passing grade are required to retake the course to earn credit. Transcripts indicate 0 credits when a student does not pass a class.

Incomplete grades may be assigned by the teacher to allow the student more time to complete the required coursework only if the student was out of school due to an excused absence (see Attendance Policy), or due to other special circumstances that are approved by the Director/Principal or designee. Excused absences shall be limited to the following:

1. Student illness (a note from a healthcare professional is required after 3 consecutive days of absence due to illness and may be required after 3 or more non-consecutive days of absence due to illness throughout the school year in order to be considered an excused absence; see Policy on Student Illness)
2. Due to quarantine under the direction of a county or city health officer.
3. Student medical appointment (including medical, dental, optometric, or chiropractic services).
4. For the purpose of attending the funeral services of a member of his or her immediate family, so long as the absence is not more than one day if the service is conducted in California and not more than three days if the service is conducted outside California. Members of the immediate family, as used in this section, means the mother, father, grandmother, grandfather, or a grandchild of the student or of the spouse of the student, and the spouse, son, son-in-law, daughter, daughter-in-law, brother, or sister of the student, or any relative living in the immediate household of the student.
5. For the purpose of jury duty in the manner provided for by law.
6. Due to the illness or medical appointment during school hours of a child of whom the pupil is the custodial parent/guardian.
7. For justifiable personal reasons, including, but not limited to, an appearance in court, attendance at a funeral service, observance of a holiday or ceremony of his or her religion, attendance at religious retreats, attendance at an employment conference, or attendance at an educational conference on the legislative or judicial process offered by a nonprofit organization when the pupil's absence is requested in writing by the parent or guardian and approved by the principal or a designated representative pursuant to uniform standards established by the governing board. Attendance at religious retreats shall not exceed four hours per semester.
8. For the purpose of serving as a member of a precinct board for an election pursuant to Section 12302 of the Elections Code.
9. For the purpose of spending time with a member of the pupil's immediate family, who is an active duty member of the uniformed services, as defined in Section 49701, and has been called to duty for, is on leave from, or has immediately returned from, deployment to a combat zone or combat support position. Absences granted pursuant to this paragraph shall be granted for a period of time to be determined at the discretion of the superintendent (CEO) of the school district.

Students who are assigned an Incomplete (“I”) will be granted a specified deadline, depending on the circumstances, to make up the assigned work. At the completion of the specified deadline, the teacher will submit a grade change form to officially change the grade from an Incomplete to a letter grade. If at the end of
the specified deadline, the student does not complete the make-up work, the Incomplete will be officially changed to a failing grade.

Meetings will be held with Seniors and their parents who have any Incompletes at the end of the second semester. The student must submit a written petition to a committee to determine whether the student will be allowed to participate in the graduation ceremony and/or allowed to make up the work over the summer. The committee will consist of at least 3 people from the following: the student’s teachers, counselors, the Director/Principal, Asst. Director/Asst. Principal, Asst. Director of Student and Family Services, Director of Special Education and Student Services, CEO, or Chief Achievement Officer and the determination will be made on a case by case basis.

At the high school level, promotion to the next grade level depends on the credits earned. Students who do not make satisfactory progress each year are at risk of either not graduating on time or not graduating at all.

Students must earn the credits listed below in order to promote to the next grade level. All current courses at Synergy Quantum Academy are worth five (5) credits per semester. A full course load is seven (7) classes per year (70 credits per year). Students will need to earn the credits listed below by passing their classes in order to promote to the indicated grade level:

- End of 9th grade year – 60 credits
- End of 10th grade year – 120 credits
- End of 11th grade year – 180 credits
- End of 12th grade year – 240 credits

If a student completes the graduation requirements at the end of summer school/ intersession or at the end of the fall semester following the graduation year, he/she will receive the diploma with the previous June graduation date.

Students with disabilities working toward a diploma are required to meet the same graduation standards as their non-disabled peers with the exception of passing the CAHSEE (depending on whether this is applicable to students with disabilities at the time of graduation). IEP teams will develop accommodations and modifications needed by the student to successfully access the curriculum.

Certificates of Completion
It is the desire of the Charter School Board that all students enrolled in programs operated by Synergy Quantum Academy follow a rigorous course of study culminating in a Diploma of Graduation. However, a student may be awarded a Certificate of Completion instead of a high school diploma if the student meets one of the following requirements:

1. Unable to pass one or both sections of the California High School Exit Exam, but have completed all other requirements for graduation.

2. Satisfactorily meets any of the criteria for Certificates of Completion for Students with Disabilities, as set forth in the Charter School Graduation Policy.
Synergy Quantum Academy’s Director/Principal or designee shall regularly report to the Charter School Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students. A Certificate of Completion is not equivalent to a Diploma of Graduation.

Certificate of Completion for Students with Disabilities

Instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one or more of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Charter School Board.
2. Satisfactorily met his/her IEP goals and objectives during high school as determined by the IEP team.
3. Satisfactorily attended high school, participated in the instruction as prescribed in his/her IEP, and met the objectives of the statement of transition services.
4. Satisfactorily met any of the above criteria and reached maximum age of attendance in accordance with his/her IEP.

A student with disabilities who meets any of the criteria specified above shall be eligible to participate in any graduation ceremony and any school activity related to graduation in which a graduating student of similar age without disabilities would be eligible to participate, consistent with the rules set forth in the Charter School Graduation Policy and the Parent/Student Handbook.

Students on a Certificate track will only be able to obtain one Certificate of Completion. However, students qualified for special education under the IDEA may remain enrolled at the Charter School and receive services in accordance with their IEPs until age 22. So, once a student with special needs obtains a Certificate of Completion, he/she can return to the Charter School to receive services, but he/she will not continue to receive additional Certificates.

Whether a student receives a Certificate or a Diploma is CONFIDENTIAL. We do not inform other students about whether their peers are receiving a Certificate or a Diploma.

Nothing in the Charter School Graduation Policy should be construed to limit an IEP team’s decision making authority to modify course work and provide accommodations so that a student can access his or her educational program and receive a regular high school diploma, in accordance with State and Federal law.

Credit Recovery

Synergy Quantum Academy high school students who have a credit deficiency from failure to demonstrate proficiency in grade-level standards and thus earning a D or F in a course or who have transferred into Synergy Quantum Academy lacking the proper credits have several options for credit recovery. Students needing to follow a credit recovery plan must speak with their counselor. Some options may include:

- Attend an approved Teacher Directed Adult School Course
- Attend a community college
Complete online credit recovery classes offered on Synergy Quantum Academy’s campus
Summer School

Through the Bridge to College Concurrent enrollment program, students can enroll at a community college to take advance courses and/or courses needed for course/credit recovery. There is no tuition cost for the students as the program waives the fees for high school students who are concurrently enrolled. The only cost that they may have to pay is that of books or any additional materials required for the course but there are other resources that students can use, like the library, to avoid paying for the books.

Students Transferring into the Charter School

To determine whether students transferring into Synergy Quantum Academy have met course requirements, the Director/Principal or designee shall establish procedures to evaluate the comparability of courses and/or students’ understanding of course content. Such procedures shall include methods for determining the number of years of school attendance, the specific courses completed by the student, and the value of credits earned.

Synergy Quantum Academy shall accept for credit full or partial coursework satisfactorily completed by students while attending a public school, a juvenile court school, a private school, or nonpublic nonsectarian school or agency.

Pending evaluation of the transferring student's academic performance, the student shall be placed at the grade level reached prior to enrollment. Within 30 days of enrollment, or within a reasonable time of receiving the student’s educational records, the Director/Principal or designee shall complete the evaluation and determine the student's appropriate grade placement.

Progress Reports and Report Cards

Official progress reports and/or report cards are generated eight times a year. Teachers and counselors send out interim progress reports as are needed to let families know how their child is doing in school. Each year, the school calendar will indicate when families can expect to receive the following reports:

1st Quarter Progress Report
1st Quarter Report Card
2nd Quarter Progress Report
1st Semester Report Card
3rd Quarter Progress Report
3rd Quarter Report Card
4th Quarter Progress Report
2nd Semester Report Card – Final Report Card will be mailed home
Element 4: Governance

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Ed. Code § 47605(b)(5)(D)

General Provisions
As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

Legal and Policy Compliance
Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Title IX, Section 504, and Uniform Complaint Procedures
Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.
Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**Responding to Inquiries**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**Notification of the District**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.
Student Records
Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Parent Engagement
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

Non-Profit Public Benefit Corporation
The Charter School will be a directly funded independent charter school and will be operated by Synergy Academies, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter petition.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and any other contracted services as negotiated between the District and the Charter School.

Governance Structure
Below is Synergy Academies’ Organization Chart, which includes the organizational chart for Synergy Quantum Academy.
Various committees for the Board may be created and will meet as needed or when required. Examples of Board committees that may be created are the Governance Committee, the Finance and Investment Committee, the Curriculum and Achievement Committee, the Audit Committee, and the Executive Committee.

The Board of Directors has full fiduciary responsibility and is responsible for the overall direction of the Charter School. The Board is responsible for setting policy and may delegate day-to-day operational decision-making to Synergy’s central office staff as well as to the school Director/Principal with the assistance of the Charter School staff. Synergy’s central office staff, in collaboration with the Charter School’s staff, are then responsible for creating procedures for carrying out the policies and directives of the Board of Directors. The Board of Directors will meet at least four (4) times a year in accordance with its meeting schedule adopted annually by the Board. The meeting location, dates, and times will be noticed to the public in accordance with the Brown Act requirements.

Specific responsibilities for the Board of Directors include:

- Making major policy decisions.
• Developing a long-term strategic plan for fundraising, facilities, and other issues.
• Monitoring the Charter School’s compliance with applicable laws, the Charter School’s fiscal health (i.e., making sure the Charter School is within budget and in compliance with submitting any required fiscal reports such as the annual audit requirement), and the Charter School’s progress toward achieving its mission and goals.
• Supervising and evaluating the Chief Executive Officer.
• Making decisions affecting the Charter School including, but not limited to, educational programs (i.e., review and authorization of the content of Synergy Quantum Academy’s charter petition prior to submission for approval, LCAP, LEA plan, Consolidated Application), contracts in accordance with Synergy’s accounting manual, budgeting and financial management, and health and safety.
• Adherence to federal and state laws, the Articles of Incorporation, and adopted Bylaws.

The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of Synergy’s central office team and/or the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The major roles and responsibilities of the executive-level employees are described in Element 5.

**Governing Board Composition and Member Selection**

Synergy Academies’ Board of Directors (“Board of Directors” or “Board”) consists of five (5) to twenty-five (25) members, as described in Synergy Academies’ Bylaws. These members are selected to represent a diversity of backgrounds and are dedicated to the success of the Charter School. Since charter schools deal with a spectrum of issues, Synergy Academies seeks Board of Director members with a wide range of backgrounds, expertise, and experiences. These include knowledge in the fields of education, finance and accounting, law, business, outreach, fundraising, and marketing. Each board member elected by the Board shall hold office for a term of up to two years expiring on the second 30th of June occurring after the date the board member takes office. A board member elected by the Board may be re-elected for up to three additional consecutive two-year terms. A board member elected by the Board who has served four or more consecutive terms may not be re-elected to the Board without a break of at least one year between terms of office, provided that the board member may be re-elected for additional consecutive two-year terms upon the vote of two-thirds of the Board.

The Board may provide that the initial term of a board member elected by the Board shall expire on the first 30th of June occurring after the date the board member takes office in order to provide for staggered expiration of the terms of board members. Unless earlier removed by action of the Board or by resignation, each board member elected by the Board shall serve until the expiration of the term for which the board member was elected and thereafter until the board member’s successor is elected.

**Governance Procedures and Operations**

In order to maintain active and effective oversight of the Charter School, the Board of Directors conducts regular meetings and may call additional meetings as the need arises. A majority of the board members then in office shall constitute a quorum for the transaction of any business except adjournment. If a quorum is present, the affirmative vote of the majority of the board members then in office shall be a decision of the Board of
Directors. Should there be fewer than a majority of the board members present at any meeting, the meeting shall be adjourned. Board members may not vote by proxy. The Board regularly reviews the Charter School’s financial statements in order to effectively provide oversight of the Charter School’s finances.

Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

(a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of LAUSD in which the Charter School operates;

(b) All votes taken during a teleconference meeting shall be by roll call;

(c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

(d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;

(e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and

(f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

The Board of Directors establishes its year-long calendar of meetings at or before the first meeting held in the fiscal year. It will hold a minimum of 4 meetings annually. Synergy Academies posts its Board meeting and Board committee meeting agendas at least seventy-two (72) hours in advance of regular meetings. Board meeting agendas will be posted, at a minimum, at each of the Synergy Academies school sites where it is accessible to the public 24 hours a day and on Synergy’s website. The Secretary of Synergy Academies is responsible for recording Board actions in written board meeting minutes, which are kept on file and are available to the public upon request.

The Board has adopted policies and procedures regarding self-dealing and conflicts of interest. Since Synergy Academies focuses on being a data-driven organization in both its individual schools’ operations and as an organization as a whole, data on school finances and student achievement will be presented on a regular basis during Board meetings in order to drive decision-making. Both the Board and the Charter School administration also use data to establish, evaluate, and improve the education program and school policies.
Stakeholder Involvement

Since Synergy Academies invokes a social justice framework when seeking to contribute to educational reform, it ensures parent/guardian, staff, student, and other stakeholder participation in decision-making by having open Board of Director meetings, which anyone may attend.

Synergy Quantum Academy believes that parents’ and community members’ voices are important and that they should contribute to the planning and design of the Charter School’s programs and policies. Synergy Quantum Academy has engaged in meetings with community members such as local business owners, residents, and community organizations such as A Place Called Home, an after school program that focuses on providing services to inner-city teenagers. In fact, the main reason why Synergy Academies decided to create a high school was because the target neighborhood’s parents and community members expressed their desire for a quality high school in their community. Synergy Quantum Academy continues to have parents, community members, and/or other school stakeholders to be involved in the planning, program design, and implementation of Synergy Quantum Academy through its School Operations Committee meetings.

Each Synergy Academies school, including Synergy Quantum Academy, has a School Operations Committee (like a School Site Council). The School Operations Committee (the “Committee”) shall include the Director/Principal and representatives of: teachers selected by teachers; other school personnel selected by other school personnel; parents selected by parents; and students selected by students. Other stakeholders, such as community members selected by the parents, can also serve on a School Operations Committee. The Committee will ensure parity between (a) the Director/Principal, classroom teachers, and other school personnel, and (b) equal numbers of parents or other community members, and students. Classroom teachers shall comprise the majority of persons represented under section (a) above. The Committee will aid the Director/Principal in the execution of the Charter School’s mission, the formulation and execution of its education program, and the configuration and maintenance of its facilities. The Committee also reviews, monitors, and makes recommendations to the Charter School’s Board regarding the Charter School’s LCAP and Single School District Plan (that meets the requirements of the Local Educational Agency Plan and Single Plan for Student Achievement). The Committee members shall be elected at the beginning of each school year.

Since Synergy Quantum Academy serves at least 21 or more English Learners, parents/guardians are also encouraged to participate in the Charter School’s English Learner Advisory Committee (ELAC). The ELAC members are elected by the Charter School’s parents during the first Title I meeting of each school year.

Synergy Quantum Academy believes that all staff members are valuable, including teachers, counselors, specialists, and classified staff. Thus, Synergy Quantum Academy’s school leadership holds regular staff meetings to obtain staff feedback and input regarding the Charter School’s planning, programs, and curriculum.

Parent and staff feedback is also obtained for Synergy Quantum Academy’s LCAP. The LCAP process includes the following: SQA’s leadership team analyzes data to identify areas in need of improvement in order to draft the Charter School’s LCAP targets. The draft of the LCAP is presented to parents and staff for feedback in order to revise the LCAP, if needed. The final LCAP is presented to the Board for approval. At the middle of each academic year, the Board receives an update on SQA’s LCAP progress and provides feedback and/or recommendations.
Additionally, all Synergy Quantum Academy parents/guardians are invited to share their views on various issues by attending parent meetings and events such as Breakfast with the Director/Principal, attending Board of Directors meetings, or completing parent surveys.

Synergy Quantum Academy ensures parent/guardian participation through other means as well. Parents/guardians will participate in parent conferences twice a year, where the progress of their children will be communicated to them regularly. Synergy Quantum Academy also uses various methods of communicating with parents/guardians, including newsletters, flyers, brochures, the Charter School website, and parent meetings. Materials that are sent home are translated into English and Spanish, the two main languages of the Charter School’s families. Additionally, parents/guardians are invited to participate in Back to School Day, student showcases, performances, and award ceremonies.

Parent education is of vital importance to the success of the Charter School and voluntary workshops are held on a regular basis. Workshops cover various topics such as the health and nutrition of their children, parenting skills, understanding the college admissions process, how to help students with homework, and planning family activities. These workshops are intended to help parents/guardians to be their children’s main “teacher” outside of the classroom, thereby providing a comprehensive educational plan that includes both the Charter School and home. The workshops also intend to help parents/guardians understand Synergy Quantum Academy’s instructional approaches and high-expectations, enabling them to better reinforce these concepts at home.

Synergy Quantum Academy involves students and empowers them to be responsible for their own learning via its Student Leadership Council. The Student Leadership Council serves as the voice of the student body and consists of representatives elected from each grade 9-12. The following student officers may also be elected: President, Vice President, Secretary, Treasurer, and Historian. They discuss issues that are salient to them and are encouraged to help find solutions to different real-life problems. They also learn public speaking skills and may represent the Charter School at special events.

Synergy Quantum Academy also involves the community in the Charter School by informing the community about how the Charter School is serving as a center of change for the betterment of the community. Synergy Quantum Academy sends school representatives to speak at and/or participate in meetings and events sponsored by other community organizations. Community members may also participate in school events such as serving as college and career day speakers or serving as the twelfth grade commencement speaker. Additionally, Synergy Quantum Academy also works with organizations such as after school programs and health organizations to provide services to our students/families and conduct parent workshops.

Synergy Quantum Academy will consult with parents and teachers throughout the year regarding its educational programs via staff meetings, parent meetings, and/or written communication (i.e., newsletters, handbooks, e-mail, and/or the Charter School’s website). Parents and teachers also have the opportunity to participate in various committees including the School Operations Committee and ELAC.
Element 5: Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY
Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS
Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

The strength and distinctiveness of Synergy Quantum Academy lies in its high expectations and noble vision of creating a rigorous instructional program that will allow its students to become the next generation of problem solvers. Thus, it is critical that the experiences, knowledge, and philosophies of personnel reflect this vision. In addition to being highly-qualified as defined by ESEA, teachers must demonstrate a high degree of content knowledge (what to teach) and instructional ability (how to teach). Core teachers must hold the appropriate teaching credential as determined by the California Commission on Teacher Credentialing (CTC). Additionally, they must be collaborative, be willing to learn and implement effective instructional approaches, and possess strong classroom management skills.

Synergy Quantum Academy currently employs the following positions:
- Director/Principal
- Assistant Director, Instruction
- Assistant Director, School Counseling
- Assistant Director, Student and Family Services (“ADSFs”)
- Dean of Students and Athletics
- Academic Counselor
- College and Career Counselor
- Operations Coordinator
- Lunch Program Manager
- Classroom Teachers
- Lead Teachers
- Resource Specialist Teachers
- Designated Instructional Services (“DIS”) Counselor
- Lead Campus Assistant
Synergy Academies currently employs the following central office staff to support all three Synergy Academies schools:

- Chief Executive Officer (“CEO”)
- Chief Achievement Officer (“CAO”)
- Director of Operations
- Director of Special Education and Student Services
- STEM Director
- Director of Special Projects
- Alumni Coordinator
- HR & Operations Manager
- Information Technology (IT) Manager
- Information Technology (IT) Support Staff

The qualifications for Synergy Quantum Academy’s employees shall be sufficient to ensure the health and safety of the Charter School’s faculty, staff, and pupils. Following are job descriptions and qualifications of personnel at Synergy Quantum Academy and Synergy Academies’ central office support staff:

**Job Title: School Director/Principal**

*Full Time Salaried Employee*

*Compensation: Commensurate with experience*

*Supervisor: Chief Achievement Officer*

**Essential Functions:**

**Instruction**

Serve as the instructional leader of the school and work with the Assistant Director, Instruction, to ensure:

- Assume primary responsibility for curriculum and instruction.
- Mentor and support teachers by conducting frequent classroom observations and providing timely feedback based on observations.
- Evaluate teachers in accordance with organizational policy, including implementing teacher support plans when necessary.
- Evaluate Level II Campus Assistants providing instructional support assigned to general education classes.
- Ensure teachers implement effective daily and yearly pacing plans and lesson plans.
- Coordinate Professional Development and staff meetings.
- Support the implementation of Synergy’s instructional strategies and scholar lessons at the school site.
- Evaluate and select instructional materials.
- Coordinate and oversee submission of A-G course descriptions and outlines and AP course descriptions.
- Regularly collect, analyze, and share data to drive student achievement and inform instructional practices.
- Oversee and coordinate the school’s applicable testing programs, including the administration of required state assessments such as CELDT, CAASPP, Physical Fitness Test, etc.
- Oversee WASC Accreditation.
• Oversee the school’s Beginning Teacher Support and Assessment (BTSA) program.
• Oversee the school’s special education programs and services by working with the Director of Special Education and Student Services and the school site’s Special Education team. This may include:
  o Serve as the main administrator in charge of special education, including serving as the main administrator on Welligent and in IEP meetings.
  o Regularly communicate with the Director of Special Education and Student Services to ensure compliance with special education policies, procedures, and timelines.
  o Evaluate Special Education Teachers and Level II Campus Assistants assigned to special education.
• Oversee/coordinate after school intervention, Saturday school, and/or summer school programs.
• Oversee the school’s credit recovery program.
• Evaluate the Assistant Director of Instruction.

Safety and Supervision
Supervise the Dean of Students and Athletics to ensure:
• Appropriate procedures are in place for discipline, supervision, and success team meetings.
• Creation of supervision schedule of Campus Assistants to ensure student safety.
• Timely evaluations of Campus Assistants, Level I.
• Collaboration with LAUSD campus partners to:
  o Share instructional practices
  o Provide for a safe campus
  o Oversee the campus’ maintenance and operations
  o Review and update the campus’ safety plan
  o Coordinate emergency drills
  o Coordinate campus-wide meetings and events
• Compliance and effectiveness of school’s special education programs and services by working with the Director of Special Education and Student Services and the school site’s Special Education team.
• Evaluate Dean of Students and Athletics.

Parent Engagement and Student Activities
Supervise the Assistant Director, Student and Family Services to ensure:
• Organization of parent meetings and workshops both during the school day and in the evenings and weekends.
• Implementation of school site’s School Operations Committee and English Learner Advisory Committee (ELAC).
• Effective coordination of parent conferences, Back to School Day, and other school wide events.
• Attendance policies are being adhered to and meetings are taking place with truant students and families.
• Coordination between Assistant Director of Student and Family Services and other positions to best serve students and families.
• Coordination of all field trips.
• Effectiveness of school’s fundraising activities.
• Implementation of required student health screenings such as vision screening, hearing screening, and scoliosis screening, depending on the grade levels served.
• Oversight of athletic programs.
• Evaluate Assistant Director, Student and Family Services.

College and Career Readiness
Supervise the Assistant Director, School Counseling as well as the Academic and College & Career Counselors to ensure:
Master scheduling to allow students to have access to appropriate classes.
Counselors are meeting with students and/or families in a timely manner.
Implementation of student testing programs, including CAHSEE, PSAT, SAT/ACT, and AP tests.
Access to additional student support programs such as SAT/ACT test preparation and credit recovery.
Appropriate tracking of high school student alumni and maintain high school transcripts.
Timely reclassification of ELs to RFEP status.
Coordination of end of the year awards ceremony, Grad Night, and culmination ceremony.
Evaluate Assistant Director, School Counseling as well as the Academic and College & Career Counselors.

Operations
Supervise the school’s office staff to ensure:
- Maintenance of student information systems, student records, and school records, including the confidentiality of student information.
- Appropriate procedures are in place for situations such as student enrollment procedures, lottery procedures, student record requests, etc.
- Appropriate staff are compiling daily attendance information, calling parents when students are absent, and submitting attendance paperwork by designated due dates to LAUSD and the CDE.
- Coordinate, if applicable, to review, complete, and submit any data and paperwork for the school’s LEA Plan, CALPADS, CBEDS, SARC, Title I Parent Involvement Policy, and other paperwork as needed.
- Keep the school in compliance with required policies and procedures such as following child abuse reporting, the sexual harassment policy, the anti-bullying policy, etc.
- Evaluate Office Staff.
- Assist Director of Operations with updating policies and procedures, employee handbooks, and parent/student handbooks.
- Manage the school’s budget.
- Ensure the staff has adequate resources to do their jobs.

Maintain internal and external community relations
- Effectively communicate with staff, parents, students, and community members.
- Treat others fairly, equitably, and with dignity and respect.
- Immediately address any stakeholders’ concerns.
- Represent the school at off-campus events.
- Develop and maintain partnerships with community members, businesses, and organizations.
- Serve as the main liaison between the school and the school’s authorizer.
- Serve as the main liaison between the school and Synergy’s Board of Directors, including submitting written reports on the school’s operations to the Board of Directors.

Qualifications:
- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do “whatever it takes” to help students, staff, and parents succeed.
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before.
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies.
- Works with attention to detail and is able to meet deadlines.
- Communicates well via both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
Job Title: Assistant Director, Instruction
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: School Director/Principal

Essential Functions:

Instruction
- Mentor and support teachers by conducting frequent classroom observations and providing timely feedback based on observations.
- Institute a cycle of instructional coaching and classroom assistance for teachers as assigned.
- Document observations and feedback meetings.
- Evaluate teachers in accordance with organizational policy, including implementing teacher support plans when necessary.
- Ensure teachers implement effective daily and yearly pacing plans and lesson plans.
- Assist the school’s Director/Principal in coordinating professional development and staff meetings.
- Support the implementation of Synergy’s instructional strategies and scholar lessons at the school site.
- Evaluate and select instructional materials.
- Regularly collect, analyze, and share data to drive student achievement and inform instructional practices.
- Oversee the school-wide formative and summative assessments, including coordinating and administering the school’s applicable testing programs, including the administration of required state assessments such as CELDT/ELPAC, CAASP, Physical Fitness Test, etc.
- Oversee/coordinate after school intervention, Saturday school, and/or summer school programs.
- Serve as administrative designee for Director/Principal when needed, including for Special Education.

Day to Day Operations/Communications
- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Assist with the day-to-day operations of the school in accordance with school policies.
- Liaison to LAUSD schools on campus to coordinate operations, including safety.
- Demonstrate knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petition.
- Maintain safety procedures to ensure campus security.
- Help supervise athletic events both on and off campus.
- Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.
- Available to attend meetings in the evenings and on the weekends.
- Perform other related duties as required and assigned.
Qualifications:
- Possess a clear California multiple subject or single subject teaching credential.
- Demonstrate an in-depth understanding of and commitment to the school’s mission and vision.
- Exhibit strong classroom management and experience in enforcing school-wide discipline policies.
- Has at least three years of teaching experience in a secondary setting (middle, and/or high school).
- Work with attention to detail and able to meet deadlines.
- Communicate well via both written and oral communication means.
- Possess strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Possess an administrative credential and/or a Master's degree in Education or a related field is preferred, but not required.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.

Job Title: Assistant Director, School Counseling

Full Time Exempt Position

Compensation: Competitive; commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

Academic Counseling
- Tracking students’ progress towards graduation
- Student and Parent meetings to review progress
- Quarterly Check-ins at the end of each grading period
- End of the semester parent/student grad check notifications
- Track Promotions/Retentions
- Scheduling of 11th and 12th grade students
- End of the year planning sheets (reviewing 4 year plan)
- Maintaining updated records of academic progress (mini-cumulative records)
- Weekly check-ins with at risk students
- Credit recovery referrals (adult school and community college)
- Following-up with non-grad seniors from previous years
- Provide socio-emotional, college, career counseling as needed
- Seminar presentations/workshops (high school and college requirements, etc.)
- College advising and overseeing submission of college applications

Master Plan and Student Records
- Master schedule: pre-planning, student requests, creating new courses, creating master draft on illuminate.
- User management: Addition of new teachers and adding affiliations to Illuminate
- Grading periods
- Oversee the submission of grades at each grading period and review grades submitted before printing report cards
- Transcript Reviews and student/parent requests
- Entering transfer grades from credit recovery programs
• Updating SAT/ACT and AP test scores
• Rollover of end of the year source data

**Academic and Socio-Emotional Support**

- Oversee Credit Recovery Program, including:
  - Enrollment of Students
  - Renew license agreements
  - Track student’s progress: check-in’s with students
  - Issue final grade into Illuminate

- Oversee Intern Support Staff
  - Provide guidance, support and advice
  - Process and assign counseling referrals
  - Weekly check-ins with Interns
  - Monthly check-ins with supervisors

- Oversee A-G Submission including:
  - Oversee the submission of our A-G course descriptions
  - Collaborate with teachers to submit the course write-ups
  - Submit newly added courses to the A-G articulation unit

- Oversee Independent Studies Contracts
  - Complete and supervise independent studies contracts
  - Follow-up with Office Assistants for attendance records
  - Follow-up with teachers for assignment submission updates

**Senior Activities**

- Track Senior eligibility for activities
- Event Leader for Grad Nite
- Order Cap and Gown and diplomas

**Qualifications:**

- Demonstrates an in-depth understanding of and commitment to support Synergy’s mission, vision, policies, procedures, and charter petition
- Embodies Synergy’s values: Value Each Individual, Teamwork, Integrity, Hard Work, Commitment, Professionalism, Encouragement, and Accomplishment
- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do “whatever it takes” to help students, staff, and parents succeed
- Has at least one year experience (full time, part time, or internship experience) at a school site or with a community-based organization
- Holds a Master’s degree in social work, psychology, or counseling and have a credential in School Counseling, School Psychologist, or Pupil Personnel Services credential with a Child Welfare and Attendance specialization (PPSC-CWA)
- Proficient in the use of computers, including but not limited to typing, word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Strong command of English and Spanish required, both written and oral.
- Communicates well using both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Possesses strong organizational skills.
- Able to work 7:30 a.m.–4:30 p.m. during the weekday as well as on evenings and weekends as needed.
Able to lift heavy objects up to 30 lbs.

**Job Title:** Assistant Director of Student and Family Services (“ ADSFS”)

*Full Time Salaried Employee*

*Compensation:* Commensurate with experience

*Supervisor:* School Director/Principal

### Essential Functions:

#### Student and Family Relations

- Plan, oversee, and organize family involvement activities including New Student Intake, Orientation, Back to School, and Parent Conferences.
- Collaborate with ADSFS of Synergy Charter Academy (SCA) and Synergy Kinetic Academy (SKA) to plan and hold trainings and informational meetings for families throughout the school year.
- Coordinate the School Operations Committee and the English Learner Advisory Committee three meetings a year.
- Oversee and organize student activities and school wide events including but not limited to, Student Government, Student Clubs, Field Trips, and Prom.
- Collaborate with School Counseling Department to organize Senior Week, Grad Nite, Awards Assemblies, and Graduation.
- Collaborate with School Counselors to provide families with outside services when necessary.
- Conduct outreach as necessary to students and families who are excessively tardy or absent and mail truancy letters on a regular basis.
- Organize required student health screenings such as vision screening, hearing screening, and scoliosis screening, depending on the grade levels served.
- Responsible for implementing and maintaining a strong positive school culture among students, staff, and families.
- Build relationships with families to keep them well informed and support their needs.
- Make home visits as necessary.
- Coordinate weekly newsletters.
- Stay current on community services available that may assist families with general needs or with specific circumstances.
- Be available to participate in students’ individual behavior plans as a mentor or for daily check-ins.
- Translate or coordinate translation for documents and parent meetings.
- Manage all aspects of school fundraisers.

#### Day to Day Operations/Communications

- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Assist with the day-to-day operations of the school in accordance with school policies.
- Assist with student supervision.
- Demonstrate knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petition.
- Help supervise athletic events both on and off campus.
- Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.
- Must be available to attend meetings in the evenings and on the weekends.
- Perform other related duties as required and assigned.
Qualifications:

• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
• Fluent in English and Spanish, written and oral.
• Work with attention to detail and able to meet deadlines.
• Communicate well via both written and oral communication means.
• Possess strong interpersonal skills, including the ability to interact effectively with staff members, parents, District personnel, vendors, and other external parties.
• Able to lift heavy objects up to 30 lbs.
• College Degree preferred, but not required.

Job Title: Dean of Students and Athletics

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

School Culture/Discipline

• Responsible for maintaining a strong positive school culture among students, staff, and families.
• Responsible for student discipline, including holding students accountable to Synergy’s expectations, helping staff follow through with behavior management plans, and implementing appropriate and restorative consequences for infractions and offenses.
• Proactively identify at risk students and create a plan to support them academically and socio-emotionally.
• Responsible for ensuring appropriate and adequate supervision of students on campus, including creating the supervision schedule of Campus Assistants.
• Maintain high standards of student conduct and ensure all students are safe and fully engaged in learning, including implementing Synergy’s school-wide discipline plan.
• Assist with home visits for students who have issues with discipline, attendance, and/or tardies.

Athletics

• Coordinate with partner schools to oversee the athletic program on Synergy’s behalf.
• Supervise and/or coordinate the supervision of athletic events to ensure an administrator is present.
• Work with coaches from both schools to ensure that they are properly trained/certified and that all Synergy students have completed the appropriate paperwork.

Day to Day Operations/Communications

• Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
• Assist with the day-to-day operations of the school in accordance with school policies.
• Liaison to LAUSD schools on campus to coordinate operations, including safety.
• Demonstrate knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petition.
• Maintain safety procedures to ensure campus security.
• Help supervise athletic events both on and off campus.
• Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.
• Must be available to attend meetings in the evenings and on the weekends.
• Perform other related duties as required and assigned.
Qualifications:
• Demonstrate an in-depth understanding of and commitment to the school’s mission and vision.
• Exhibit strong experience in enforcing school-wide discipline policies.
• Has at least three years of work experience in a high school setting.
• Work with attention to detail and able to meet deadlines.
• Communicate well via both written and oral communication means.
• Possess strong interpersonal skills, including the ability to interact effectively with staff members, parents, District personnel, vendors, and other external parties.
• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
• Fluent in Spanish preferred but not required.
• Able to lift heavy objects up to 30 lbs.

Job Title: High School Academic Counselor and College & Career Counselor

Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: School Director/Principal

Essential Functions:

College Support
• Establish a culture of high expectations that includes college preparation for all students;
• Coordinate and disseminate information to students and families regarding college entrance requirements, application process, tuition, financial aid and testing deadlines;
• Guide students through the college research and application process;
• Guide students through the financial aid process and assist with scholarship and summer college program applications;
• Assist students in registering for college entrance exams as well as inform students and their parents/guardians of test results and their implication for educational planning;
• Write letters of recommendation for students regarding college admissions, financial aid, scholarships, and community honors recognition programs;
• Coordinate with college representatives visits to take place at our high school campus;
• Work with a community college to establish a bridge program and dual-enrollment for high school students interested in taking college courses;
• Provide academic counseling in regards to A-G course completion;
• Update our school's website with college related information such as scholarships, test and application deadlines, summer programs, etc.;
• Publish a monthly college newsletter for students and their families with college related relevant information;
• Organize college catalogs, brochures, handbooks and other resource materials.

Academic Support
• Help the School Director/Principal oversee the school’s compliance with A-G requirements, AP requirements, and WASC accreditation;
• Research and assist students in finding credit recovery programs, community colleges, and summer school programs for students who need to make up courses if not offered at the school;
• Provide additional counseling to students and families as needed;
• Demonstrate knowledge and support of Synergy’s mission, vision, policies, procedures, and charter petition;
• Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication;
• Maintain high standards of student conduct and ensure all students are safe and fully engaged in learning, including implementing Synergy’s school-wide discipline plan;
• Must be available to attend meetings in the evenings and on the weekends as needed;
• Perform other related duties as required and assigned.

Qualifications:
• Possess positive communication and relationship-building skills as well as strong organizational skills.
• Ability to motivate students.
• Have oral and written fluency as well as ability to translate in both English and Spanish.
• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and/or digital media.
• Possess an in-depth understanding of and commitment to the school’s mission and vision.
• Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.
• One or more years of experience (full time, part time, internship experience) at a school site.
• A California Clear PPS Credential in School Counseling/Guidance is required.
• Certificate in College Counseling is preferred.
• Master’s degree in Education, Social Work, Psychology, or Counseling.

Job Title: Operations Coordinator

Full Time, Exempt
Compensation: Commensurate with experience
Supervisor: School Director/Principal

Essential Functions:

Student Information and Data
• Support annual student recruitment, lottery, and enrollment process.
• Ensure that student information in SIS system (Illuminate) is up-to-date and maintained. Ensure confidentiality and security of work space, files, and all information pertaining to students, parents, staff, and community.
• Coordinate, track, and document the collection and distribution of student cumulative records and transfer papers from both receiving and sending schools.
• Monitor access to students’ cumulative records, including documenting access to records according to special education policies and procedures.
• Ensure that student records are locked up and secured each day.

Attendance and Compliance Reports
• Participate in the daily student attendance process by tracking tardies, absences, and medical leaves, verifying attendance taken by teachers, and updating attendance information in Illuminate.
• Prepare monthly attendance reports including P1, P2 and Annual reports.
• Complete the school’s compliance reports including the Student Accountability Report (SARC), the Civil Rights Data Collection (CRDC), CALPADS submissions, CBEDS, and any other reports required by LAUSD or other government entities.

Office Operations
• Greet and assist students, parents, staff, and any visitors warmly and in a professional manner. Maintain appropriate visitor documentation.
• Type, translate, and distribute school correspondence including letters, memos, and weekly newsletters.
• Answer busy phones, provide answers, take messages, and direct calls to the appropriate staff member.
• Assist in purchasing, receiving, and organizing supplies and materials.
• Prepare outgoing student mailings and distribute incoming mail.
• Manage substitute staff check-in and check-out.
• Maintain a clean and presentable desk space and office environment.
• Oversee the maintenance and upkeep of the school’s printers, photocopy machines, fax machine, and scanners, including ordering toner, paper, and contacting maintenance as needed.
• Oversee One Call phone message system to send important messages to families.

**Student and Family Relations**

• Help to maintain a positive, nurturing, and achievement-oriented school culture that includes college preparation for all students.
• Build relationships with families to keep them well-informed and support their needs. Assist with and attend meetings on evenings and weekends when necessary.

**Other Responsibilities**

• Attend to student needs and injuries, including maintaining the documentation of student first aid visits to the office.
• Assist with student supervision at school or on field trips when needed.
• Assist with the implementation of the School Safety Plan, including helping to replenish any emergency supplies on a regular basis.
• Assist leadership team with various tasks as needed.

**Qualifications:**

• Oral and written proficiency in English and Spanish, including the ability to translate in both English and Spanish.
• Strong working knowledge of Microsoft Word and Excel.
• Ability to type 35+ words per minute.
• Knowledge of student information systems, preferably Illuminate.
• Experience with managing and entering data.
• Prior school office experience preferred.
• Detail-oriented individual who is willing to do what it takes to get the job done.
• Ability to multi-task in a fast-paced environment.
• Ability to take direction as well as take initiative.
• Positive, professional demeanor.
• High school diploma or equivalent required. Some college preferred.
• Coursework in computers, word processing, data management, file-keeping, etc., a plus.

**Job Title:** Lunch Program Manager

*Full Time, Non-Exempt*

*Compensation: Commensurate with experience*

*Supervisor: Director of Operations*

**Essential Functions:**
Lunch Program

- Distribute lunch applications and information to families at beginning of the school year;
- Work with Synergy Central Office to get families qualified for free or reduced price lunch prior to the start of the school year;
- Maintain qualification records and ensure that school site has accurate information to update student records in Illuminate;
- Enter annual student lunch program information in Mealtime, the web-based management program for the lunch program;
- Participate in trainings relevant to the lunch program including food handler’s training and Mealtime training;
- Communicate with the vendor on a weekly basis to ensure accurate lunch counts are delivered and on time;
- Train school site staff as needed on the lunch operations including the passing out of food and the recording of student lunches taken;
- Ensure that the lunch area is clean and maintained on a daily basis after lunch service is complete;
- Enter daily lunch counts in Mealtime and confirm student absences with Office Manager.
- Submit monthly lunch records and verify that claims are submitted on time to the State of California;
- Other duties as assigned.

Qualifications:

- Oral and written proficiency in English and Spanish.
- Strong working knowledge of Microsoft Word and Excel.
- Ability to type 35+ words per minute.
- Knowledge of student information systems, preferably Illuminate.
- Experience with managing and entering data.
- Detail-oriented individual who is willing to do what it takes to get the job done.
- Ability to multi-task in a fast-paced environment.
- Ability to take direction as well as take initiative.
- Positive, professional demeanor.
- High school diploma or equivalent required. Some college preferred.
- Coursework in computers, word processing, data management, file-keeping, etc., a plus.

Job Title: High School Teacher

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

- Demonstrate knowledge and support of Synergy Quantum Academy’s mission, vision, policies and procedures, and charter petition.
- Adhere to the California Standards for the Teaching Profession.
- Deliver instruction in order to carry out the instructional vision of the School.
- Plan lessons and implement classroom activities in accordance with the California State Content Standards and Common Core State Standards.
- Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students, the School, and of the ESEA are met.
- Provide intervention and enrichment as necessary to address students’ specific needs.
• Regularly track and report students’ progress to the Director/Principal (via report cards, periodic assessments in language arts and mathematics, etc.).
• Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their students’ education.
• Actively participate in staff development and weekly meetings.
• Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.
• Collaborate with other teachers, staff members, and/or outside service providers to share best practices and to improve one’s own and others’ instructional practices.
• Provide a safe learning environment for students.
• Maintain high standards of student conduct, including implementing Synergy Quantum Academy’s school-wide discipline plan.
• Establish a culture of high expectations that include college preparation for all students.
• Effectively manage student behavior and organize classroom systems/procedures to ensure all students are fully engaged in learning.
• Maintain accurate student records, including attendance, in accordance with Synergy Quantum Academy’s procedures.
• Perform other related duties as required and assigned.

Qualifications:
• Have at least one year of prior teaching experience as a full-time or part-time teacher, substitute teacher, teacher intern, student teacher, and/or teacher assistant.
• Hold at least a Bachelor’s degree.
• Be highly-qualified as defined by ESEA (if teaching a core subject), if applicable.
• Possess a valid Commission on Teacher Credentialing certificate, permit, or other document that includes an EL Authorization (if teaching a core subject).
• Possess positive communication and relationship building skills.
• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentation, e-mail, the Internet, and/or digital media.
• Demonstrate strong classroom management skills.
• Be familiar with the California State Content Standards (if still utilized) and the Common Core State Standards.
• Possess an in-depth understanding of and commitment to the School’s mission and vision.
• Able to lift heavy objects up to 30 lbs.

Job Title: Lead High School Teacher
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: School Director/Principal

Essential Functions:
• Demonstrate knowledge and support of Synergy Quantum Academy’s mission, vision, policies and procedures, and charter petition.
• Adhere to the California Standards for the Teaching Profession.
• Deliver instruction in order to carry out the instructional vision of the School.
• Plan lessons and implement classroom activities in accordance with the California State Content Standards and Common Core State Standards.
• Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that
the academic goals of the students, the School, and of the ESEA are met.
• Provide intervention and enrichment as necessary to address students’ specific needs.
• Regularly track and report students’ progress to the Director/Principal (via report cards, periodic
assessments in language arts and mathematics, etc.).
• Provide students and their families with regular and timely information on classroom activities and student
progress; find ways to involve parents/guardians in their students’ education.
• Actively participate in staff development and weekly meetings.
• Maintain a professional manner when working with students, staff, and parents/families via both oral and
written communication.
• Collaborate with other teachers, staff members, and/or outside service providers to share best practices and
to improve one’s own and others’ instructional practices.
• Provide a safe learning environment for students.
• Maintain high standards of student conduct, including implementing Synergy Quantum Academy’s school-
wide discipline plan.
• Establish a culture of high expectations that include college preparation for all students.
• Effectively manage student behavior and organize classroom systems/procedures to ensure all students are
fully engaged in learning.
• Maintain accurate student records, including attendance, in accordance with Synergy Quantum Academy’s
procedures.
• Work collaboratively with their school site administration and staff to collect data regarding the needs and
achievement of students and other pertinent information to affect the design and implementation of services
and programs and to recommend new programs and/or modifications to existing programs.
• Lead the collaboration between the Synergy schools to assist in aligning curriculum and instructional
strategies aimed at student achievement of the Common Core and Curriculum content standards.
• Lead teacher teams in analyzing student performance data and making recommendations for next steps,
including providing opportunities for effective staff development that address the needs of the instructional
program and needs of the staff and seeking ideas for improvement of the school and organization.
• Perform other related duties as required and assigned.

Qualifications:
• Have at least one year of prior teaching experience as a full-time or part-time teacher, substitute teacher,
teacher intern, student teacher, and/or teacher assistant.
• Hold at least a Bachelor’s degree.
• Be highly-qualified as defined by ESEA (if teaching a core subject), if applicable.
• Possess a valid Commission on Teacher Credentialing certificate, permit, or other document that includes an
EL Authorization (if teaching a core subject), if applicable.
• Possess positive communication and relationship building skills.
• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia
presentation, e-mail, the Internet, and/or digital media.
• Demonstrate strong classroom management skills.
• Be familiar with the California State Content Standards (if still utilized) and the Common Core State
Standards.
• Possess an in-depth understanding of and commitment to the School’s mission and vision.
• Able to lift heavy objects up to 30 lbs.
Job Title: Resource Specialist Teacher

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

• Demonstrate knowledge and support of Synergy’s mission, vision, policies and procedures, and charter petition.
• Adhere to the California Standards for the Teaching Profession.
• Help oversee the school's special education program, including writing IEPs, monitoring the school's compliance with students’ IEPs, and holding IEP meetings.
• Deliver instruction in order to carry out the instructional vision of the school, which is to make sure that all of our students are college ready.
• Plan lessons and implement classroom activities in accordance with the California State Content Standards and Common Core State Standards.
• Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students, the school, and of No Child Left Behind are met.
• Provide intervention and enrichment as necessary to address students’ specific needs. We train all our teachers to help teach our reading and math intervention programs.
• Regularly track and report students’ progress to the Director/Principal (via report cards, progress reports, periodic assessments, etc.).
• Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their students’ education.
• Actively participate in staff development and weekly staff meetings.
• Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.
• Collaborate with other teachers, staff members, and/or outside service providers to share best practices and to improve one’s own and others’ instructional practices.
• Provide a safe learning environment for students.
• Maintain high standards of student conduct, including implementing Synergy’s school-wide discipline plan and teaching Synergy's scholar lessons.
• Establish a culture of high expectations that include college preparation for all students.
• Effectively manage student behavior and organize classroom systems/procedures to ensure all students are fully engaged in learning.
• Maintain accurate student records, including attendance, in accordance with Synergy’s procedures.
• Be proactive and initiate in helping out in any way needed.
• Perform other related duties as needed.

Qualifications:

• Have at least one year of prior teaching experience as a full-time or part-time teacher, substitute teacher, teacher intern, student teacher, and/or teacher assistant.
• Hold at least a Bachelor’s degree.
• Be highly-qualified as defined by No Child Left Behind, if applicable.
• Possess a valid California Special Education Teaching Credential for mild to moderate disabilities or moderate to severe disabilities, and possess an autism certificate or is able to obtain this certificate before the first day of school. We will also consider candidates who hold an Intern Credential.
• Possess a CLAD or BCLAD certificate or has authorization to work with English Learners embedded in the teaching credential, or has an Emergency EL Authorization.
• Possess positive communication and relationship building skills.
• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media.
• Demonstrate strong classroom management skills.
• Be familiar with the California State Content Standards and Common Core State Standards.
• Possess an in-depth understanding of and commitment to the school’s mission and vision.
• Able to lift heavy objects up to 30 lbs.

Job Title: Designated Instruction and Services Counselor

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:
• Demonstrate knowledge and support of Synergy’s mission, vision, policies, and procedures, and charter petition.
• Adhere to the California Standards for the Teaching Profession and the ethical standards set forth by the CTC in issuing the DIS Counselor’s Pupil Personnel Services Credentials.
• Provide small-group and individual counseling for students in grades 6-12.
• Meet with struggling students to set goals and recommend strategies for improved academic success.
• Consult with school staff and parents regarding the behavioral, social, and emotional needs of students, and recommend appropriate support strategies.
• Provide classroom and/or school-wide presentations for students, parents, as well as professional development for staff on a variety of topics.
• Collaborate with community agencies and refer students and families to appropriate community resources as needed.
• Attend IEP meetings for students with DIS-counseling and report student progress to parents and staff as well as collaborate with the IEP team.
• Prepare IEP documents using Welligent (web-based IEP writing system) including: writing present levels of performance, creating appropriate goals, making recommendations for counseling services, and preparing quarterly progress reports.
• Conduct classroom observations of students in order to help determine needs and/or to help with positive behavior support and/or behavior modification.
• Coordinate/support site crisis management plan.
• Implement/support “danger to self/others” procedures.
• Actively participate in staff developments and weekly staff meetings.
• Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.
• Collaborate with teachers, staff members, and/or outside service providers to share best practices and to improve one’s own and others’ instructional practices.
• Provide a safe learning environment for students.
• Maintain high standards of student conduct, including implementing Synergy’s school-wide discipline plan and Synergy’s scholar lessons.
• Establish a culture of high expectations that include college preparation for all students.
Maintain accurate student records, in accordance with Synergy’s procedures.
Be proactive and initiate in helping out in any way needed.
Perform other duties, as required and assigned.

Qualifications:
• Have at least one year of counseling experience (full time, part time, or internship experience) at a school site or with a community-based organization.
• Bilingual in English/Spanish (speaking, reading, and writing) is preferred but not required.
• Possess positive communication and relationship building skills as well as strong organizational skills.
• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and/or digital media.
• Experience with Welligent is a plus.
• Experience with special education and Section 504 laws, policies, and procedures.
• Possess an in-depth understanding of and commitment to the school’s mission and vision.
• Ability to travel between locations.
• Able to lift heavy objects up to 30 lbs.
• Hold a Master’s degree in social work, psychology, education, or counseling.
• Hold a credential as a School Psychologist or Pupil Personnel Services credential.
• Certification in non-violent crisis intervention and/or as a behavioral intervention specialist is a plus.

Job Title: Lead Campus Assistant
Classification: Full Time, Non-Exempt
Supervisor: School Director/Principal

Essential Functions:
Managerial Support
• Assign duties and provide leadership to Campus Assistants under direction of School Director/Principal
• Prepare yard and MPR in accordance with scheduled activities
• Support school site leadership team with daily routine, special schedules, activities and needs

Student Supervision
• Supervise students - before or after school (depending on schedule), during breakfast snack, and/or lunch, in the computer lab, during P.E., and during class transition times
• Monitor student restrooms and stairwells whenever possible
• Help enforce school policies and procedures, including the school-wide discipline plan, throughout entire campus
• Assist with student supervision on field trips when needed
• Ensure that school gates are locked at all times while school is in session
• Become familiar with and help to implement the School Safety Plan
• Serve lunch, and/or snack to students in a professional manner and in compliance with all applications including those under the National School Lunch Program

Records Management
• Assist staff with the management of students’ records, both paper and electronic (via Synergy’s student information system and other database programs) according to Synergy’s established policies and procedures
• Assist staff with the scheduling and coordination of meetings and services for students
Translate written documents from English to Spanish (and vice versa) and serve as a one-on-one, small group and large group parent meetings

**Student and Family Relations**
- Help to maintain a positive, nurturing and achievement-oriented school culture that includes college preparation for all students
- Build relationships with families to keep them well-informed and support their needs
- Assist with and attend meetings on evenings and weekends when necessary

**Office Assistance**
- Assist the front office staff with answering phones, filing, greeting visitors, parents or directing students
- Attend to student needs and injuries, report all student injuries and direct the students to first aid in the office if applicable
- Assist with other duties as needed, including light custodial work (i.e., emptying trash, sweeping floors, emergency cleanup, etc.)

**Qualifications**
- Oral and written fluency in English and Spanish a plus
- Positive communication and relationship-building skills
- Strong organizational skills
- Proficiency in Microsoft Word and Excel
- Able to lift heavy objects up to 30 lbs.
- Positive attitude and friendly demeanor
- Willing to take initiative and be a team player
- High school diploma or equivalent and AA degree or 2 years of study at an institution of higher education

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**Job Title: Campus Assistant Level I**

*Classification: Part Time or Full Time, Non-Exempt*

*Supervisor: School Director/Principal*

**Essential Functions:**

**Student Supervision**
- Supervise students - before or after school (depending on schedule), during breakfast, snack, and/or lunch, in the computer lab, during P.E., and during class transition times.
- Help enforce school policies and procedures, including the school-wide discipline plan, throughout the entire campus.
- Monitor student restrooms and stairwells whenever possible.
- Ensure that school gates are locked at all times while school is in session.
- Serve lunch, and/or snack to students in a professional manner and in compliance with all applicable laws, including those under the National School Lunch Program.

**Student and Family Relations**
- Help to maintain a positive, nurturing and achievement-oriented school culture that includes college preparation for all students.
- Build relationships with families to keep them well-informed and support their needs.
- Assist with and attend meetings on evenings and weekends when necessary.

**Office Assistance**
- Assist the front office staff with answering phones, filing, greeting visitors, parents or directing students.

**Other Responsibilities**
• Attend to student needs and injuries, report all student injuries and direct the students to first aid in the office if applicable.
• Assist with student supervision on field trips when needed.
• Become familiar with and assist with the implementation of the School Safety Plan.
• Assist with other duties as needed, including light custodial work (e.g., emptying trash, sweeping floors, emergency cleanup, etc.).

Qualifications:
• Proficient in English and bilingual (Spanish/English) a plus.
• Customer service experience.
• Experience with Microsoft Office and Excel.
• Able to lift heavy objects up to 30 lbs.
• Positive attitude and friendly demeanor.
• Willing to take initiative and be a team player.
• High school diploma or equivalent required.
• AA degree or some college desirable.

Job Title: Campus Assistant Level II
Classification: Part Time or Full Time, Non-Exempt
Supervisor: School Director/Principal
Essential Functions:
Instructional Support
• Provide instructional support and behavioral support to students in both general education and special education classrooms, in small and large group settings.
• Serve as a Program Support Adult as needed to students with special needs.

Student Supervision
• Supervise students - before or after school (depending on schedule), during breakfast, snack, and/or lunch, in the computer lab, during P.E., and during class transition times.
• Monitor student restrooms and stairwells whenever possible.
• Help enforce school policies and procedures, including the school-wide discipline plan, throughout the entire campus.
• Assist with student supervision on field trips when needed.
• Ensure that school gates are locked at all times while school is in session.
• Become familiar with and help to implement the School Safety Plan.
• Serve lunch, and/or snack to students in a professional manner and in compliance with all applicable laws, including those under the National School Lunch Program.

Records Management
• Assist staff with the management of students’ records, both paper and electronic (via Synergy’s student information system and other database programs) according to Synergy’s established policies and procedures.
• Assist staff with the scheduling and coordination of meetings and services for students.
• Translate written documents from English to Spanish (and vice versa) and serve as a Spanish translator for one-on-one, small group and large group parent meetings.

Student and Family Relations
• Help to maintain a positive, nurturing and achievement-oriented school culture that includes college preparation for all students.
• Build relationships with families to keep them well-informed and support their needs.
• Assist with and attend meetings on evenings and weekends when necessary.

Office Assistance
• Assist the front office staff with answering phones, filing, greeting visitors, parents or directing students.

Other Responsibilities
• Attend to student needs and injuries, report all student injuries and direct the students to first aid in the office if applicable.
• Assist with other duties as needed, including light custodial work (e.g., emptying trash, sweeping floors, emergency cleanup, etc.).

Qualifications:
• Oral and written fluency in English and Spanish a plus.
• Positive communication and relationship-building skills.
• Strong organizational skills.
• Proficiency in Microsoft Word and Excel.
• Ability to type 35+ words per minute.
• Experience with student information systems such as Illuminate and Welligent a plus.
• Able to lift heavy objects up to 30 lbs.
• Positive attitude and friendly demeanor.
• Willing to take initiative and be a team player.
• High school diploma or equivalent, an AA degree or 2 years of study at an institution of higher education or successful passing of a school-administered assessment demonstrating knowledge and ability to assist with instruction.

Job Title: Instructional Coach/Instructional Alignment, grades 6-12
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: Chief Achievement Officer and School Directors/ Principals

Essential Functions:
• Instruct a minimum of one class at the high school level in your credentialed area.
• Institute a cycle of instructional coaching and classroom assistance for teachers as assigned at Synergy Quantum Academy and Synergy Kinetic Academy.
• Document observations and feedback meetings.
• Support the continuous process of collecting and analyzing data from student assessments to assist teachers and to guide instruction.
• Conduct demonstration lessons.
• Model strategies and skills that increase content-area reading and writing success.
• Work with School Director/Principal to provide formal and informal staff development.
• Assist with the school-wide formative and summative assessments, including coordinating and administering the school’s applicable testing programs, including the administration of required state assessments such as CELDT/ELPAC, CAASP, Physical Fitness Test, etc.

Day to Day Operations/Communications
• Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
• Demonstrate knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petition.
SYNERGY QUANTUM ACADEMY

- Maintain safety procedures to ensure campus security.
- Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.
- Must be available to meet with teachers after school as needed because of school day conflicts.
- Perform other related duties as required and assigned.

Qualifications:
- Possess a clear single subject teaching credential.
- Demonstrate an in-depth understanding of and commitment to the school’s mission and vision.
- Exhibit strong classroom management and experience in enforcing school-wide discipline policies.
- Has at least three years of teaching experience in a 6-12 setting (middle, and/or high school).
- Work with attention to detail and able to meet deadlines.
- Communicate well via both written and oral communication means.
- Possess strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Able to lift heavy objects up to 30 lbs.

Job Title: Instructional Coach, Technology Integration, grades 6-12
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: Chief Achievement Officer and School Directors/Principals

Essential Functions:
- Instruct a minimum of one class at the high school level in your credentialed area.
- Institute a cycle of instructional coaching and classroom assistance for teachers as assigned Institute a cycle of instructional coaching and classroom assistance for teachers as assigned at Synergy Quantum Academy and Synergy Kinetic Academy.
- Document observations and feedback meetings.
- Support the continuous process of collecting and analyzing data from student assessments to assist teachers and to guide instruction.
- Conduct demonstration lessons.
- Model strategies and skills that increase content-area reading and writing success.
- Work with School Director/Principal to provide formal and informal staff development.
- Assist with the school-wide formative and summative assessments, including coordinating and administering the school’s applicable testing programs, including the administration of required state assessments such as CELDT/ELPAC, CAASP, Physical Fitness Test, etc.

Day to Day Operations/Communications
- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Demonstrate knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petition.
- Maintain safety procedures to ensure campus security.
- Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.
• Must be available to meet with teachers after school as needed because of school day conflicts.
• Perform other related duties as required and assigned.

Qualifications:
• Possess a clear single subject teaching credential.
• Demonstrate an in-depth understanding of and commitment to the school’s mission and vision.
• Exhibit strong classroom management and experience in enforcing school-wide discipline policies.
• Has at least three years of teaching experience in a 6-12 setting (middle, and/or high school).
• Work with attention to detail and able to meet deadlines.
• Communicate well via both written and oral communication means.
• Possess strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
• Able to lift heavy objects up to 30 lbs.

Job Title: Chief Executive Officer
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: Synergy Academies Board of Directors
Essential Functions:
• Provide institutional support and memory for organizational effectiveness.
• Supervise the Director of Operations.
• Work closely with the Director of Operations to ensure that Synergy is meeting its compliance paperwork and reporting obligations, as well as its fiscal responsibilities.
• Oversee the organization’s fundraising/development, marketing, and public relations efforts.
• Oversee facilities development.
  o Find facilities for all Synergy campuses for both short-term and long-term solutions.
  o Coordinate the five main areas needed for facilities development:
    1. Architect
    2. Construction management
    3. Financing
    4. Legal
    5. Political support (e.g., City Council, LAUSD, etc.) and Consultants
• Work with the Chief Achievement Officer to plan and implement ongoing professional development to improve school leader quality, including assisting with the summer leadership training academy.
• As a member of the senior leadership team, make key decisions related to Synergy Academies’ strategic plan.
• Negotiate contracts and agreements with vendors and other organizations.
• Attend Synergy Academies’ Governing Board of Directors meetings and serve as the main liaison between Synergy Academies’ staff and Synergy’s Governing Board of Directors.
• Work with Synergy Academies’ Governing Board of Directors and senior leadership team to set organizational priorities and determine how the organization’s overall performance will be assessed.
• Assist with the recruitment and selection of staff.
• Assist with content for charter and grant applications.
• Represent Synergy Academies to the broader education, business, and non-profit community.
Establish relationships with businesses, foundations, and community organizations and leaders.
Assist with other duties as needed.

Qualifications:
Experience with multiple aspects of managing an organization, including but not limited to the management of:
1. human resources (including employees and volunteers),
2. financial resources, and
3. material resources (including furniture, equipment, textbooks, school supplies, etc.).
Familiar with budgeting, accounting, and fiscal management of an organization.
Experience with team leadership, supervision, and staff development.
Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
Strong oral and written communication skills, including experience writing and obtaining grants and experience speaking in public.
At least three years of experience in education administration, business, or non-profit management.
Prior experience with program evaluation.
Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
Possess an advanced degree, preferably in business, public administration, or education, i.e., an MBA, an MPA, or a Master of Education degree.
Prior experience serving on and/or reporting to a Board of Directors.
In-depth understanding of and commitment to the School’s mission and vision.
Able to lift heavy objects up to 30 lbs.

Job Title: Chief Achievement Officer
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: CEO

Essential Functions:
Ensure that a high degree of instructional coherence and program quality occurs throughout each of the Synergy Academies campuses.
Research and refine best practices and promote their implementation in the classroom.
Plan and implement ongoing professional development to improve teacher quality, including overseeing the summer teacher training academy.
Plan and implement ongoing professional development to improve school leader quality, including assisting with the summer leadership training academy.
Provide institutional support and memory for organizational effectiveness.
Supervise and evaluate School Directors/Principals as well as provide them with support in regards to instructional programming, establishing organizational operations, and culture building.
As a member of the senior leadership team, make key decisions related to Synergy Academies’ strategic plan.
Plan for the growth of Synergy Academies K-12.
  o Provide support while planning curriculum for new and expanding schools.
  o Provide on-site support of new and expanding schools and help to establish culture and procedures to maintain continuity between the academies.
• Determine how individual schools’ and the overall organization’s academic performance will be assessed.
• Select appropriate assessments and software tools for collecting and analyzing assessment data.
• Be aware of applicable education policies and oversee the schools’ compliance with these policies.
• Assist with the recruitment and selection of staff.
• Assist with content for charter and grant applications.
• Represent Synergy Academies to the broader education, business, and non-profit community.
• Establish relationships with businesses, foundations, and community organizations and leaders.
• Assist with other duties as needed.

Qualifications
• Experience with multiple aspects of managing an organization, including but not limited to the management of:
  1. human resources (including employees and volunteers),
  2. financial resources, and
  3. material resources (including furniture, equipment, textbooks, school supplies, etc.).
• Strong teaching background with a track record of assisting educationally disadvantaged students in obtaining high levels of academic achievement.
• Familiar with budgeting, accounting, and fiscal management of an organization.
• Experience with team leadership, supervision, and staff development.
• Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
• Strong oral and written communication skills, including experience writing and obtaining grants and experience speaking in public.
• At least three years of experience in program development or administration, preferably in an educational setting (experience in teacher leadership positions may be acceptable).
• Prior experience with program evaluation.
• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
• Experience in curriculum development.
• Possess an advanced degree, preferably in education, e.g., a Master of Education degree, and/or an administrative credential.
• At least three years teaching experience in more than one grade.
• Possess a valid Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold that includes EL Authorization.
• Prior experience serving on and/or reporting to a Board of Directors.
• In-depth understanding of and commitment to the school’s mission and vision.
• Able to lift heavy objects up to 30 lbs.

Job Title: Director of Operations
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: CEO

Essential Functions:
• Manage Synergy’s fiscal operations:
  o Serve as Corporate Treasurer of Synergy Academies
  o Provide oversight of all back-office services that are contracted out to vendors
- Oversee payroll and compliance with all laws and regulations related to payroll
- Review all payments made, including invoices and credit cards
- Advise back-office service providers on any needed journal entries
- Review bank account reconciliations prepared by back-office service provider
- Administer and monitor budgets, including monitoring actual income and expense vs. budget
- Monitor cash flow
- Provide financial data to state and local governments (e.g., LAUSD).
- Prepare and submit financial reports as required and review for accuracy prior to distribution
- Confer with school personnel to provide information and/or resolve problems relating to financial transactions incurred at the school(s)
- Regularly review Synergy Academies’ financial and accounting policies and procedures for appropriate internal controls, compliance with legal requirements, and conformity with best practices

- Assist with Synergy’s fundraising and grant-writing efforts:
  - Monitor grant account activities and balances to ensure adherence to agency restrictions
  - Prepare financial information as part of grant applications
  - Assist with budget preparation for grant proposals
  - Assist with Synergy’s schools’ fundraising efforts such as helping to reconcile money collected with actual items sold for the fundraiser

- Manage Synergy’s human resources and benefits:
  - Oversee hiring, evaluation, discipline and dismissal of employees in accordance to school policies
  - Prepare and revise employee manuals and other HR documents as needed
  - Maintain employees’ records as well as records of credentials held by teachers in accordance with ESEA
  - Oversee selection of benefits broker and specific benefits offered to employees
  - Serve as liaison between benefits vendors and employees
  - Ensure Synergy’s compliance with applicable laws and conformity with best practices in its human resources activities
  - Train all Synergy staff on HR policies and procedures

- Oversee Insurance and other Risk Management Programs
  - Lead the selection of insurance vendors for property, general liability, and worker’s compensation insurance
  - Provide assistance to school staff when reporting any claims
  - Assist the schools in reducing risks of injury and other possible claims through proactive interventions
  - Coordinate any required training related to risk management
  - Manage all inspections required by Synergy’s insurance vendors

- Provide support to operations at all Synergy Academies campuses
  - Coordinate and lead regular training sessions for Operations, Office, and Nutrition Program staff
  - Provide support in the hiring of Operations, Office, and Nutrition Program staff
  - Work with Operations staff as needed to review attendance reporting policies, student data management, etc.
  - Monitor the accuracy of attendance reporting and other compliance reporting on each campus
- Manage the organization’s E-rate program
  - Oversee Synergy Academies’ E-rate application process for technology funding
  - Coordinate with the Information Technology Manager and School Directors/Principals on the technology budget
- Serve as Secretary and provide support to the Board of Directors
  - Attend Synergy Academies’ Governing Board of Directors meetings
  - Attend Finance Committee meetings
  - Attend Audit Committee Meetings
  - Maintain records of all meetings of the Synergy Academies Board of Directors as well as all resolutions and policies approved by the Board of Directors.
  - Provide logistical support to the Board of Directors’ meetings
  - Gather, prepare, and organize all documents needed for the meetings of the Board of Directors
  - Respond to questions or concerns of members of the Board of Directors
- Supervise the Operations Manager, who is responsible for providing support in the areas of human resources and financial operations
- Maintain positive relationships with staff, parents, community members, and other organizations
- Ensure that the school is in compliance with all applicable laws
- Perform other duties as needed.

**Qualifications:**
- At least 2-3 years of related experience (non-profit experience preferred).
- Experience with multiple aspects of managing an organization, including but not limited to the management of:
  - human resources (including employees and volunteers),
  - financial resources, and
  - material resources (including furniture, equipment, textbooks, school supplies, etc.).
- Experience with budgeting, accounting, and fiscal management of an organization.
- Experience with team leadership and supervision.
- Experience with various financial processes, including payroll, accounts receivable, and accounts payable.
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Experience with grant-writing and/or fundraising.
- Experience with program evaluation.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets (MS Excel), multimedia presentations, e-mail, the Internet, and digital media.
- Strong oral and written communication skills.
- Prior experience serving on a Board of Directors is desired.
- In-depth understanding of and commitment to the school’s mission and vision.
- Able to lift heavy objects up to 30 lbs.
- Bachelor's degree required; Master's degree preferred.
- Preferred major in Business or Public Administration.

**Job Title: Director of Special Education and Student Services**

*Full Time Exempt Position*

*Compensation: Competitive and commensurate with experience*

*Supervisor: CAO*
Essential Functions:

- Under the administrative direction of the CEO, provide direction in planning, program implementation, compliance, supervision, and evaluation of special education and student services for all Synergy Academies schools.
- Demonstrate knowledge and support of Synergy’s mission, vision, policies, procedures, and charter petition.
- Adhere to the California Standards for the Teaching Profession.
- Coordinate, supervise, and evaluate all Synergy special education staff with School Directors/Principals.
- Plan programs, coordinate curricular resources, and evaluate the effectiveness of special education programs with special education staff and School Directors/Principals.
- Serve as Synergy’s main special education representative to Synergy’s schools’ authorizers, to the appropriate Special Education Local Planning Area (SELPAs), in informal dispute resolution, mediation, and dispute resolution situations, with advocates and legal counsel, and in other circumstances as needed.
- Assist with the development of and monitor each school’s special education budget with the School Directors/Principals and Director of Operations.
- Develop, implement, and evaluate special education related staff development programs for special education and general education staff.
- Plan, coordinate, and monitor compliance relative to child welfare and attendance programs as well as help monitor student attendance data with operations staff, including assisting school sites with their truant students and their families.
- Develop procedures and monitor implementation of student discipline, suspensions, and expulsions at all Synergy schools.
- Monitor, evaluate, and provide support regarding Synergy’s schools’ Resource Specialist Teachers’ ability to:
  - Manage student caseloads, including helping to ensure that all service providers are providing services according to students’ Individual Education Programs (IEPs) and documenting services in Welligent (or other required special education computer program) on a weekly basis (at minimum).
  - Provide appropriate services, accommodations, and modifications as needed to assigned student caseload.
  - Coordinate the preparation and submission of all reports to LAUSD with School Director within the given deadlines.
  - Coordinate and lead IEP meetings and Section 504 plan meetings, Write IEPs, and Section 504 plans, adhere to special education laws, regulations, policies, and procedures, including meeting paperwork, communication, and timeline requirements.
- Lead and/or assist with both Student Success Team (SST) meetings, IEP meetings, and Section 504 meetings as needed, including helping to write IEPs and/or Section 504 plans.
- Work with School Counselors and School Directors to help oversee school site both special education and general education students, including ensuring compliance with appropriate documentation and service tracking.
- Ensure that each school site follows all procedures with regards to student referrals and IEP meetings to ensure compliance with state and federal special education laws and the Modified Consent Decree (including coordination of IEP meetings and special education assessments).
- Maintain a professional manner when working with students, staff, parents/family members via both written and oral communication.
- Assist school sites with maintaining high standards of student conduct, including:
• Helping to implement Synergy’s school wide discipline plans, overseeing Synergy’s student expulsion process, including serving as Synergy’s main administrator during expulsion hearings and coordinating expulsion hearing details with school sites, the administrative panel members, and Synergy’s Board of Directors
• Ensuring that Synergy’s school sites adhere to all suspension and expulsion policies and procedures, as well as compliance with required paperwork and timelines
• Help school sites establish a culture of high expectations that include college preparation for all students
• Assist each school site to effectively manage student behavior and organize classroom systems to ensure all students are safe and fully engaged in learning
• Perform other related duties as required and assigned

Qualifications
• Has at least three years of full time teaching experience in a K-12 setting (elementary, middle, and/or high school) in special education
• Hold at least a Bachelor’s Degree
• Possess an administrative credential and/or a Master's degree in Education or a related field is preferred, but not required
• Possess a valid Clear California Special Education Teaching Credential
• Possess a CLAD or BCLAD authorization or has authorization to work with English Learners
• Has strong understanding of and ability to oversee compliance with relevant California and federal codes and special education laws, regulations, policies, and procedures, including IDEA and Section 504
• Must have previous experience writing IEPs, leading IEP meetings, understanding of and ability to meet required special education paperwork and timelines, case management of students’ special education services, logging and tracking of service provider hours, and familiar with special education computer systems such as Welligent
• Work with attention to detail and able to meet deadlines.
• Ability to plan, implement, and successfully operate compliant special education programs.
• Communicate well via both written and oral communication means.
• Possess strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
• Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
• Be familiar with the Common Core State Standards for California and the California State Content Standards
• Demonstrate an in-depth understanding of and commitment to the school’s mission and vision.
• Previous experience supervising other staff is preferred but not required
• Positive, friendly demeanor.
• Willing to take initiative and be a team player.
• Fluent in Spanish preferred but not required.
• Able to type 40-60+ wpm.
• Able to lift heavy objects up to 30 lbs.

Job Title: STEM Director
Full Time Exempt Position
Compensation: Competitive and commensurate with experience
Supervisor: CAO
Essential Functions

- Provides direction and leadership in the development of a comprehensive STEM curriculum for grades K-12.
- Develops, evaluates and recommends new or expanded programs and curricula in STEM education for grades K-12.
- Analyzes current best practices in STEM education.
- Works directly with the CAO, school administrators, and staff in the development, implementation and evaluation of STEM initiatives and curriculum.
- Creates a follow-up plan to ensure implementation and best practices in classroom implementation.
- Provides technical assistance/follow-up in the implementation phase.
- Provides instructional support (mentoring) to teachers of STEM courses using best practices and research-based instructional methods.
- Monitors school system data to determine trends, prepares narrative and statistical reports regarding the STEM programs and provides support to administrators and teachers in data-driven decision making to improve student achievement.
- Assists in planning and development of Synergy-wide and school-wide instructional in-service programs for teachers, campus assistants, and other volunteers to assist in raising the level of instructional performance and student achievement in STEM programs.
- Keeps teachers and administrators apprised of available PD opportunities provided by local and national STEM professional organizations, such as CSTA, CUE, CMC, PLTW, etc.
- Reviews and is aware of contemporary research in STEM education and uses this knowledge to assist administrators, teachers, and the elementary science specialist in evaluating and improving classroom instruction in the STEM programs.
- Leads a process for the evaluation, selection, and acquisition of instructional materials, supplies, equipment, and textbooks to support the STEM curriculum.
- Assists in the development of a proposed annual budget relating to curriculum development and the instructional needs to support the STEM programs.
- Facilitates student participation in local, state, and national level math, science, technology, and engineering organizations and competitions such as MESA (Math, Engineering, and Science Achievement program), and SeaPerch, etc.
- Collaborates with colleges and universities as well as state, local, and national organizations to promote STEM education at Synergy Academies
- Coordinates High School STEM internships.
- Works with the CEO and Director of Special Projects to establish partnerships with businesses and organizations, and to cultivate existing ones to ensure that resources are secured.
- Ensures that the broader community develops an increased awareness of the need for STEM programs through Family Science Nights, Family Math Nights, etc.
- Makes decisions based on information gathered from various sources, including teachers, students, administrators, parents, and research.

Other Responsibilities:

- Recognizes areas of concern relating to STEM education issues and propose or recommend appropriate solutions.
- Coordinates revision process relating to the STEM curriculum, ensuring teacher input.
- Demonstrates knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petitions.
• Attends meetings, conferences, workshops, and events in the evenings and on weekends, as needed.
• Assists the CEO and Director of Special Projects with seeking and securing resources for STEM programs, such as grants.
• Assists with student and staff recruitment activities, as needed.
• Provides Synergy’s board with written updates on STEM activities.
• Assists with other duties as needed.

Qualifications:
• Possess the belief that STEM education is essential not only to individual students’ success but also to the overall vitality of the world economy.
• Ability to create, develop and maintain a powerful and compelling vision for STEM education that is aligned with state and national educational goals in collaboration with all stakeholders.
• Possess thorough knowledge of the direct application and relevancy of STEM education to college requirements and future workforce needs.
• Possess strong skill in communicating the Synergy vision and goals of STEM education, through oral and visual presentations and public speaking engagements.
• Possess strong undergraduate aptitude in Mathematics or Science.
• Ability to develop, implement, monitor, and evaluate program goals and initiatives.
• Ability to successfully manage multiple tasks, projects, and responsibilities.
• Ability to relate to a wide variety of people and to observe, listen, motivate, and provide leadership which results in the best environment possible.
• Ability to apply critical thinking skills in rendering solutions to various issues.
• Willingness to learn and adapt in the midst of new and shifting priorities while keeping a “can do” approach to problem solving.
• Ability to exercise strict confidence in handling sensitive information.
• Adheres to high ethical standards and demonstrates professionalism when acting as an agent of Synergy Academies.
• Positive attitude and friendly demeanor.
• Excellent phone, oral and written communication, organizational, and problem solving skills.
• Strong teaching background in a STEM subject with a track record of assisting educationally disadvantaged students in obtaining high levels of academic achievement.
• Strong computer skills, including experience with typing, word processing (MS Word, Pages, etc.), spreadsheets (MS Excel), multimedia presentations (PowerPoint, Keynote, etc.), e-mail, the Internet, and digital media.
• Strong interpersonal skills, including the ability to interact effectively with staff members, students, parents, board members, district personnel, vendors, and other external parties.
• In-depth understanding of and commitment to Synergy’s mission and vision.
• Willing to take initiative and be a team player.
• Must be able to move/lift up to 30 lbs.
• Possess a Master’s Degree and/or Doctorate in Education, Science, Technology, Engineering, and/or Mathematics preferred but not required.
• Minimum 3 years supervisory (could include one year coaching, department chair, or lead teaching) and/or administrative experience in a K-12 setting.
• Minimum 3 years of successful classroom teaching experience.
Job Title: Director of Special Projects

Full Time Exempt Position

Compensation: Competitive and commensurate with experience

Supervisor: CEO

Essential Functions:

Data, Technology, & Instruction

- Oversee Synergy’s data management, including the Illuminate Education Student Information System.
- Track key data such as student achievement data, student attendance and enrollment data, and other data as needed on a monthly basis, and submit dashboard reports of this data to Synergy’s board and staff.
- Supervise and evaluate the IT Manager to support Synergy’s IT needs.
- Supervise and evaluate the Alumni Coordinator to support transitioning high school students into college and provide continued guidance during their college journey.
- Assist the CAO with overseeing Synergy’s Beginning Teacher Support and Assessment (BTSA) programs, including Synergy’s Support Providers and teachers participating in BTSA.
- Assist with Synergy’s sharing practices with other educators by overseeing the “Let’s Trade Secrets” workshops and other similar collaborative events.

Public Relations and Communication

- Assist the CEO with public relations and communication activities and events.
- Assist the CEO with writing and distributing press releases for various events.
- Assist with creating PR and communications tools to showcase Synergy’s schools to various stakeholders, including videos, brochures, and print and electronic newsletters.
- Oversee the content management of Synergy’s websites.

Fundraising and Development

- Assist the CEO with fundraising events, including seeking out grant opportunities and individual donations as well as overseeing Synergy’s “Meet Synergy” tours.
- Oversee the implementation of grants received, including any evaluation components, budgets, and submitting reports to the grant funders.
- Maintain a database to track Synergy donors, prospective donors, volunteers, partner organizations, grants, and individual donations.
- Maintain regular communication with Synergy donors, prospective donors, volunteers, and partner organizations via direct contact, mail, email, phone calls, and social media.
- Plan and implement programs that engage and support donors, prospective donors, volunteers, and partner organizations in getting involved with Synergy such as via Synergy’s Circle Champions and Young Professionals Council.
- Seek out and develop programs with partnering organizations and agencies that provide additional support services to Synergy’s students, staff, and families such as field trips, after school programs, tutoring, internships, summer programs, counseling, parent empowerment activities, college scholarships, and college and career advisement.
- Oversee Synergy’s annual holiday fundraising mail campaign.
- Oversee the creation and distribution of Synergy’s annual report.
- Provide Synergy’s board with written updates on fundraising activities.

Other Responsibilities

- Demonstrate knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petitions.
- Attend Synergy’s board meetings.
Attend meetings and events in the evenings and on weekends, as needed.
Assist with student and staff recruitment activities, as needed.
Perform other duties as needed.

Qualifications:
Positive attitude and friendly demeanor.
Excellent phone, oral, and written communication, organizational, and problem-solving skills.
Strong computer skills, including experience with typing, word processing (MS Word, Pages, etc.), spreadsheets (MS Excel), multimedia presentations (PowerPoint, Keynote, etc.), e-mail, the Internet, and digital media.
Strong interpersonal skills, including the ability to interact effectively with staff members, students, parents, board members, district personnel, vendors, and other external parties.
Comfortable with creating and delivering presentations to both small and large audiences.
Experience with program evaluation.
Experience working in an educational setting with K-12 students, adolescents, and/or college students preferred.
A wide variety of skill sets preferred, including project management experience, event planning experience, fundraising experience, grant writing experience, experience working with board members, marketing experience, and data management experience.
In-depth understanding of and commitment to Synergy’s mission and vision.
Willing to take initiative and be a team player.
Must be able to move/lift up to 30 lbs.
Bachelor’s Degree required.
Teaching experience, K-12 administration experience, and/or familiarity with charter schools is preferred.

Job Title: Alumni Coordinator
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: Director of Special Projects

Essential Functions:
Alumni Services and Support
Work closely with Synergy’s College Counselor to support transitioning high school students into college and provide continued guidance during their college journey.
Build and maintain a database to track Synergy alumni and document support, communication, and outcomes.
Maintain regular communication with Synergy alumni via direct contact, email, and social media.
Plan and implement programs that engage and support alumni in persevering through college graduation.
Seek out and develop programs with partnering organizations and agencies that provide additional support services to alumni such as tutoring, internships, summer programs, scholarships, college prep courses, and career advisement.
Coordinate alumni activities and events to increase connection, involvement, and knowledge of Synergy.
Develop and implement student-alumni programs that engage Synergy alumni and enrich the educational experience of current Synergy students.

Other Responsibilities
Demonstrate knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petitions.
Attend meetings and events in the evenings and on weekends, as needed.
Assist with fundraising for alumni-focused programs and events, including seeking out grant opportunities and individual donations.
Assist with other duties as needed.

Qualifications:
Experience working in an educational setting with high school students, adolescents, and/or college students.
Positive attitude and friendly demeanor.
Excellent phone, oral and written communication, organizational, and problem solving skills.
Strong basic computer skills, including experience with typing, word processing, spreadsheets, and multimedia presentations (PowerPoint, Keynote, etc.).
Comfortable with creating and delivering presentations to both small and large audiences.
Must be able to move/lift up to 30 lbs.
Fluent in Spanish preferred, but not required.
Willing to take initiative and be a team player.
Bachelor’s Degree required.
Teaching, student activities, and/or community organizing experience preferred.

Job Title: HR & Operations Manager
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: Director of Operations

Essential Functions:
Maintain Synergy’s human resources files and processes:
- Maintain employees’ HR paperwork
- Monitor employees’ credentials to ensure that employees meet the required credentialing standards of the State of California and ESEA
- Monitor employees’ TB tests and notify them when updates are needed
- Monitor employees’ sick and vacation time and provide regular reports on their sick and vacation time balances
- Oversee benefits paperwork processing and help Synergy research benefits options
- Assist with preparation and revision of employee manuals and other HR documents as needed
Provide payroll and accounting support:
- Ensure timesheets and Personnel Activity Reports (PARs) are completed correctly and in a timely fashion
- Prepare payroll documentation for submission to Synergy’s back-office service provider
- Interface with staff and back-office service provider to address any questions or unusual situations related to payroll
- Monitor hours of hourly employees
- Prepare bills for approval on a weekly basis
- Provide other payroll and accounting support as needed
Coordinate reporting and other operations functions between all of Synergy’s campuses:
- Create and maintain a master reporting calendar of deadlines and responsible staff member(s)
- Ensure that compliance reporting on each campus is done in a consistent fashion
- Maintain central documentation of compliance reporting
- Provide needed compliance reporting data to Synergy’s back-office service provider
- Interface with Operations Coordinators, School Directors/Principals, and other staff to monitor reporting and provide support as needed
- Prepare reports as needed for the Board of Directors
- Facilitate central planning of key events that affect all schools, including the lottery and enrollment process and the end-of-year assemblies
- Ensure that student data is kept in a consistent manner between all Synergy campuses

- Complete compliance reports for governmental and granting agencies
  - Complete any compliance reports needed for Synergy Academies which are not the responsibility of the individual school sites
  - Assist individual school sites with compliance reports when needed.
  - Provide financial and other information needed by granting agencies
  - Create a calendar of reporting dates for grants received by Synergy
  - Complete reports for granting agencies by the deadlines they have established

- Provide support for the Synergy Academies Board of Directors
  - Prepare packets for each Board Meeting and maintain files of Board Meeting documents
  - Create reports and other documents needed by the Board of Directors for their meetings
  - Track attendance and terms of Board Members
  - Maintain binder of all policies approved by the Board of Directors
  - Provide any administrative support needed by the Board and Board Committees, including reserving rooms, posting agendas, and creating sign-in sheets and agendas
  - Assist the CEO and Director of Operations with any other support needed for the Board of Directors

- Provide for safe campuses by assisting school administration in preparing and maintaining safety policies and procedures
- Maintain positive relationships with staff, parents, community members, and other organizations
- Ensure that the organization is in compliance with all applicable laws
- Perform other related duties as assigned or requested

**Qualifications**
- Possess a Bachelor’s and/or Master’s Degree in Business or similar subject matter.
- At least 2-3 years of related experience (non-profit experience preferred).
- Experience with multiple aspects of charter school administration, including but not limited to the areas of:
  1. human resources (including employees and volunteers),
  2. financial resources, and
  3. material resources (including furniture, equipment, textbooks, school supplies, etc.).
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets (MS Excel), multimedia presentations, e-mail, the Internet, and digital media.
- Strong oral and written communication skills.
- In-depth understanding of and commitment to the school’s mission and vision.
- Detail-oriented and able to meet deadlines.
- Able to lift heavy objects up to 30 lbs.

**Job Title: Information Technology (IT) Manager**
Full Time Salaried Employee
Compensation: Commensurate with experience
Supervisor: Director of Special Projects

Essential Functions:

Administration
• Provide technical direction and lead the execution of the organization’s technical plans.
• Recommend and develop policies and procedures relating to acquisition, management and use of technology.
• Ensure that technical decisions at school site level are being made in coordination with technical standards.
• Coordinate the technology budgets for each site and at the organizational level as part of the annual budget process.
• Manage the E-rate funding process for the organization through the development and submission of proposals and eventual reports upon receipt of funding.

Network
• Ensure networks are operational by monitoring their performance. Work with service providers to maintain service levels.
• Monitor internet access to ensure that it is operational and work with service providers to maintain service levels. Monitor bandwidth utilization to drive procurement.

Technical Support
• Evaluate the need for technical support at various sites and manage tech staff and vendors providing service.
• Provide secondary support in this area as needed.
• Hardware and Software Acquisition and Management
• Systemize procurement procedures to ensure standardization of software and equipment, cost efficiencies, security and effective implementation of the technology.
• Identify best practices and systems for tracking assets and maintaining and verifying records.
• Establish configuration and software standards to efficiently update client computing devices.
• Develop a calendar for management activities for beginning and end of year to coordinate acquisitions, tracking and configuration in advance of need.

Security
• Ensure organization’s data is backed-up and that backups are routinely examined and tested for integrity.
• Implement procedures and systems for securing the organization’s network and equipment.
• Overseeing the organization’s firewall and web-content filtering services to ensure filtering of inappropriate content and compliance with the Children’s Internet Protection Act (CIPA).

Other Responsibilities
• Help monitor and update the organization’s website.
• Coordinate with the Chief Achievement Officer and School Directors/Principals on the technical requirements for Common Core testing and instructional programs.
• Disseminate technology-related information to all sites via news bulletins and presentations at staff meetings.
• Conduct professional development for staff on the use of technology and software both in the classroom as well as for office use and administrative duties.
• Share personal knowledge and expertise in technology to inform instruction and student use of technology when appropriate.
• Remain technically competent. Continue to grow as an IT professional working in a school community through networking with other IT leaders in the K-12 education network. Stay apprised of changes in technology and share with organization’s leadership.

Qualifications:
• Proficient knowledge in the following areas: computer hardware and software systems, network administration, helpdesk, security, email and internet programs.
• Ability to communicate technical concepts to technical and non-technical audiences.
• Outstanding organizational skills and high attention to detail.
• High level of flexibility, with a strong work ethic and an entrepreneurial spirit to accommodate a high level of responsibility and multiple priorities.
• Ability to solve problems and communicate effectively with staff, teachers, students, parents, community, and vendors.
• Must stay current on the latest technology trends and emerging informational, educational, media technologies and innovation.
• Experience with project management and supervising staff and/or consultants.
• Knowledge and experience using technology in the classroom is a plus.
• Willingness to travel between sites within same zip code.
• Technical certifications for software and systems such as Apple Certification or Microsoft Certification are strongly desired.
• Bachelor’s degree and minimum 3-6 years in the IT industry – preferably with experience in an educational institution.

Job Title: Information Technology (IT) Support Staff
Classification: Part Time or Full Time, Non-Exempt
Supervisor: IT Manager

Essential Functions:
Help Desk
• Set-up new Synergy Academies users by configuring equipment, setting up email;
• Update asset management with entry or exit of employees;
• Monitor help-desk emails, prioritize needs and respond to help-desk tickets;
• Educate employees on ways to trouble-shoot when responding to their help desk requests;
• Disseminate technology-related information to all sites via news bulletins and presentations at staff meetings;
• Conduct professional development for staff on the use of technology and software both in the classroom as well as for office use and administrative duties;
• Help manage web content filtering system and policies – unblock sites for faculty and staff when appropriate;
• Assist IT Manager with receipt, inventory, distribution and storage of equipment;
• Provide user support and system administration set up and management for software programs, including Illuminate and Google Apps.

Other Responsibilities
• Become familiar with and assist with the implementation of new policies and procedures regarding the use of technology, software, email, etc.;
• Assist with other duties as needed.

Qualifications:
• 2 years of experience in a MAC environment with experience in a school setting a plus;
• Experience with wireless and Wi-Fi technologies;
• Knowledge of Microsoft Operating Systems and Microsoft Office applications;
• Strong understanding of computer networks, printers, software installation, and workstation configuration;
• Knowledge of audio/visual hardware and setup;
• Experience with Microsoft Office and Excel;
• Must have excellent phone, communication and problem solving skills;
• Ability to prioritize issues and resolve them in a timely manner;
• Proficiency to quickly learn new applications;
• Must be able to move/lift up to 30 lbs.
• Positive attitude and friendly demeanor;
• Willing to take initiative and be a team player.
• High school diploma or equivalent required
• AA degree or some college desirable
Element 6: Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PLAN

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

Family Educational Rights and Privacy Act (FERPA)
Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

Criminal Background Clearances and Fingerprinting
Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service;
and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

**Immunization and Health Screening Requirements**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**Safe Place to Learn Act**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Should the Charter School be co-located on a LAUSD school campus, it will follow the School Safety Plan created by the LAUSD school.

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Synergy Quantum Academy’s facilities will comply with applicable city and/or state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

In order to maintain a safe facility, Synergy Quantum Academy will develop a school safety plan. It will be kept on file for review and school staff members will be trained on the safety procedures outlined in the plan. A copy of this plan will be available on campus. Synergy Quantum Academy will also ensure that its auxiliary services
such as transportation, food preparation and service, custodial services, and hazardous materials are safe to the extent applicable by law and in accordance with the school safety plan. The School Operations Committee will keep current on the District’s safety and emergency plans (which the Charter School must follow since it is located at a District facility) as they are updated. This committee will also monitor that the Charter School’s auxiliary services are safe and it will report any problems to the Charter School’s administration and/or to the Synergy Academies Board of Directors. Additionally, Synergy Quantum Academy will maintain campus safety of students and employees by providing families with information about the administration of medication on campus and TB test requirements in the parent/student handbook, ensuring that all hired staff meet the TB test requirements, ensuring that earthquake and fire drills are conducted on campus, and training staff on how to handle terrorist threats.

Synergy Quantum Academy shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all Synergy Quantum Academy teachers and staff shall be mandated to report any suspected child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family Services. The mandated individual will meet with the appropriate authorities accordingly, if applicable. Teachers and staff will receive in-service training and sign documentation verifying notification and understanding regarding this responsibility.

Synergy Quantum Academy shall function as a drug, alcohol, and tobacco free workplace.
Element 7: Means to Achieve Racial and Ethnic Balance

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

Court-ordered Integration

Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

Federal Program Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
• Develop jointly with, and distribute to, parents of participating children, a school-parent compact
• Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
• Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
• Maintain inventory of equipment purchased with categorical funds, where applicable
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
• Participate in any applicable federal program monitoring conducted by the California Department of Education
• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

As stated in its mission, Synergy Academies’ schools seek to bring about fundamental changes in public school instruction that create and share solutions that will eliminate the achievement gap among educationally disadvantaged students. This will be done regardless of students’ racial and ethnic backgrounds. As such, Synergy Quantum Academy strives to maintain a racial and ethnic balance of its students that is reflective of the general population residing within the Los Angeles Unified School District’s territorial jurisdiction. In order to accomplish this, Synergy Quantum Academy will conduct the following recruitment efforts, outreach programs, and activities:

• Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the Charter School.
• Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish (the languages of the families in the surrounding neighborhood).
• Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
• Since Synergy Quantum Academy is located in South Los Angeles, and it recruits and serves educationally disadvantaged students, outreach efforts (i.e., distribution of physical flyers, brochures, and recruitment materials) will be targeted at the South Los Angeles geographic area. This will ensure that Synergy Quantum Academy’s racial and ethnic balance is reflective of the District schools nearby since only this population will physically receive printed outreach materials and information about the Charter School.
Synergy Quantum Academy conducts outreach in its surrounding South Los Angeles neighborhoods. This outreach familiarizes local organizations and leaders with Synergy Quantum Academy, and notifies families of how they can enroll their students in the Charter School. Informational presentations may be offered about Synergy Quantum Academy for parents and interested community members. Additional communication channels may also be used, such as sending out press releases to the local media and/or updates via the Charter School website.
Element 8: Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

**Public School Choice School Admissions**

Charter School shall maintain complete and accurate records of its annual enrollment process, including but not limited to documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Education Code sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

**Homeless and Foster Youth**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**Non-Discrimination**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.
Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

The Charter School shall admit all pupils who wish to attend the Charter School in accordance with any admissions procedures required during the duration of the Charter School’s participation in the District’s Public School Choice program. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state unless the Charter School participates in the District’s Public School Choice program, which then the Charter School would follow the agreed upon admissions procedures under that program.

The Charter School shall require students who wish to attend the Charter School to complete an application form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

**Lottery Preferences and Procedures**
Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. The procedures of the public random drawing will be available when families obtain an application from the Charter School and will be posted on the Charter School’s website.

Currently enrolled students are exempt from the lottery.

Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Siblings who live in the PSC attendance boundaries
2. Employees’ children who live in the PSC attendance boundaries (total # of employees’ children not to exceed 10% of total enrollment of Charter School)
3. Other students who live in the PSC attendance boundaries
4. Siblings who do not live in the PSC attendance boundaries but reside in LAUSD
5. Employees’ children who do not live in the PSC attendance boundaries but reside in LAUSD (total # of employees’ children not to exceed 10% of total enrollment of Charter School)
6. Other students who reside within LAUSD boundaries
7. Siblings who reside outside the LAUSD boundaries
8. Employees’ children who live outside the LAUSD boundaries (total # of employees’ children not to exceed 10% of total enrollment of Charter School)

9. Other students who reside outside the LAUSD boundaries

The School Director/Principal is responsible for overseeing the public random drawing process, including the following: If a public random drawing is necessary, families will be informed of the date, time, and place of the drawing via mail, telephone, and e-mail/on the Charter School’s website. In order to ensure that the most number of interested parties will be able to attend, the public random drawing will be held either on a Saturday or on a weekday in the evening. Synergy will hold the public random drawing in a public location to ensure that the lottery is open to any interested parties to observe. For example, the public random drawing may be held in the Charter School’s auditorium or public meeting room, in the community meeting room of a local police station or community organization center, or another publicly-accessible place which is near to the location of the Charter School.

Synergy will inform the public around November of each year that it is accepting applications for admission for the following school year, and of the deadline for submission of applications. The public will be notified about this via the distribution of flyers, postcards, and/or the actual applications will be dropped off to individual households and/or local community locations. Applications will also be posted on the Charter School’s website. The open enrollment period will last until mid-December. The application will include information about the last day applications can be submitted in order to be included in the public random drawing. The public random drawing will take place on a Saturday morning at the Charter School site. The public random drawing will be scheduled within seven (7) days of resuming the school year after winter break. To verify that the public random drawing procedures are fairly executed, students’ names will be drawn by a neutral third party in public and that person will sign a document that confirms that a neutral third party drew the students’ names for Synergy’s public random drawing. The Charter School will keep this document on file as proof that the lottery procedures were fairly executed. The Charter School will also keep on file the sign-in sheets of the parents who attended the public random drawing (however, families are not required to be present in order for their child’s name to be drawn in the lottery).

During the public random drawing, once all available spaces are filled, a waitlist will be created for each grade level by drawing all remaining applicants’ names. Students will be placed on the waitlist in the order that their names were drawn during this part of the public random drawing.

Any applications received after the close of the open enrollment period will be kept on file at the Charter School, and if the point is reached where there are only 10 students left on the waitlist, another public random drawing will be held to repopulate the waitlist with the additional applications, in the order drawn in this second lottery.

Every year at the same time that the Charter School’s application is made available, parents who applied the previous year and whose children are still on the waiting list will need to reapply to be eligible again for the public random drawing for the next school year. Families on the waitlist will be notified that they need to reapply each year. This process will be implemented to make sure that the Charter School’s waitlist each year has current family contact information, consists of families who are still interested in having their children attend the Charter School, and ensures fairness in the lottery from year to year.
Notification of admission status will be mailed to all applicants. Enrollment packets will be sent to admitted students or they will be called to pick up enrollment packets from the Charter School. The Charter School will follow up with a phone call if the Charter School does not hear from the families. Students not admitted will be informed that they are on the waiting list. If the enrollment forms are not returned by admitted students within the specified timeframe, then admission for that student may be forfeited, and an admission notice will be communicated to the next student on the waiting list. If vacancies occur during the school year, the vacancies will be filled according to the waiting list. When a space becomes available and a child is to be promoted off the waiting list, families will be notified via the phone numbers provided on the application. Families must respond to the admission offer within 2 school days in order to secure admission, or admission for that student is forfeited and the next student on the waiting list will be contacted. Once students are admitted to the Charter School, their parents/guardians will be required to complete enrollment documents, sign a Parent/Guardian Agreement in the Charter School’s Parent/Student Handbook that describes parents’ and students’ expectations, and attend an orientation on or before a child’s first day at the Charter School. Failure to attend an orientation will not impact a student’s enrollment at the Charter School.
Element 9: Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports
   In addition:
   • P1, first week of January
   • P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year by Synergy Academies’ Director of Operations. The Director of Operations will also work with the auditor to complete the audit. The CEO, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District.
along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.
Element 10: Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

**GENERAL PROVISIONS**
Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**
Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement 504?
NOTIFICATION OF THE DISTRICT

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter
School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**
Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**
Charter School shall comply with the federal Gun-Free Schools Act.
School Climate and Discipline System
Synergy Quantum Academy recognizes that appropriate school behavior is critical to the academic success and creating an effective learning community. A strong discipline foundation policy should minimize the loss of student instruction time due to removal from classes caused by misbehavior.

Effective teaching and modeling of school appropriate behavior is the responsibility of every adult at Synergy Quantum Academy. Effective school discipline includes the establishment of high standards of behavior, time for students to learn appropriate behavior, and fair and appropriate consequences for failure to meet behavior standards. Students share in the responsibility to uphold and respect the high standards of school behavior that contribute to the ability of all to learn.

Effective discipline maximizes the amount of time student and staff spent on effective teaching and learning and minimizes the amount of student and staff attention directed toward behavior that disrupts the learning process.

Effective discipline also considers the age and development of the student in framing instruction of appropriate behavior and consequences for misbehavior. It is educational not punitive and includes building relationships and using restorative practices to reengage students in their learning community.

SQA bases its Discipline Foundation Policy on its motto of power, pride, and purpose, and its values. These values hold true for the entire school community.

<table>
<thead>
<tr>
<th>POWER</th>
<th>PRIDE</th>
<th>PURPOSE</th>
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<tbody>
<tr>
<td><strong>Teamwork:</strong> We work as a team and support each other as a family.</td>
<td><strong>Integrity:</strong> We are transparent, honest, and believe in the importance of building and maintaining trust.</td>
<td><strong>Encouragement:</strong> We help each other be the best that we can be by listening, supporting, motivating, and communicating in a positive manner with each other.</td>
</tr>
<tr>
<td><strong>Value Each Individual:</strong> We believe in giving everyone an equal opportunity to learn and grow.</td>
<td><strong>Hard Work:</strong> We have a strong work ethic, are good stewards of our resources, take initiative, hold each other accountable, and focus on continual improvement.</td>
<td><strong>Accomplishment:</strong> We constantly measure our performance to achieve the best results possible in everything we do.</td>
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</tbody>
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School wide expectations for behavior and character are reinforced through the Synergy Scholar Lessons. These scholar lessons also correlate to “Power, Pride, and Purpose.”

<table>
<thead>
<tr>
<th>POWER</th>
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<th>PURPOSE</th>
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<tbody>
<tr>
<td>Eye Contact = Brain contact</td>
<td>Self-monitor</td>
<td>Be a good listener</td>
</tr>
<tr>
<td>Track the speaker</td>
<td>Conduct your selves as ladies and gentlemen</td>
<td>Stay focused</td>
</tr>
<tr>
<td>Make requests, not demands</td>
<td>SLANT (Sit straight, Listen, Ask/Answer questions, Nod your head, Track the speaker)</td>
<td>Do the right thing, even if no one is looking</td>
</tr>
<tr>
<td>Don't read to finish, read to understand</td>
<td>Show great appreciation</td>
<td>Use common sense</td>
</tr>
<tr>
<td>Don’t pick your answer, defend your answer</td>
<td>Don't do as little as you can, do as best as you can</td>
<td>Do it right or do it again</td>
</tr>
<tr>
<td>Explain</td>
<td>The way you practice is the way you perform</td>
<td>Bring out the best in each other</td>
</tr>
<tr>
<td>Everything comes with a cost</td>
<td>When you win, don't brag. When you lose, don't show anger.</td>
<td>Recognize the problem. Don't become the problem.</td>
</tr>
</tbody>
</table>

SQA implements Restorative Justice practices in conjunction with School-wide Positive Behavior Intervention and Support which both promote trust and respect in relationships, setting the foundation for teaching and learning. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment. The Restorative Justice model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm.
The first tier is prevention. Students are introduced and taught the Synergy Scholar Lessons and the school wide expectations during the first three weeks of school. Synergy Scholar Lessons are one to two sentence lessons posted in each classroom that remind students and staff of the expectations of behavior. Behaviors are reinforced and modeled throughout the year and lessons are revisited as necessary. These lessons and expectations are reinforced by all staff members on campus on a daily basis. Additionally, relationships based on trust and respect is developed between students and staff helping to strengthen the school culture.

When a student engages in a behavior that does not match school-wide expectations, teachers and staff members can use a variety of strategies to redirect the behavior. The following illustrates Level I behaviors and possible responses:

<table>
<thead>
<tr>
<th>Level I Behaviors*</th>
<th>Level I Responses*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Off task/not focused, not keeping hands to him/herself, name calling, passing notes, visible electronic devices/ear buds, excessive noise making, out of seat, excessive talking, chewing gum/eating/drinking in class, throwing objects, yelling, not following directions, inappropriate/vulgar comments, out of uniform</td>
<td>Restate rules/expectations, redirect student, model and provide examples, proximity, precise praise, move students’ seat, have student repeat behavior correctly, speak to the student privately, use positive framing</td>
</tr>
</tbody>
</table>

Tier II encompasses a smaller group of students (15-20%) who will require a more intensive intervention in order to consistently follow behavioral expectations. Tier III students (about 5%) will require the most intensive interventions for progress toward mastery of behavioral skills. The following table illustrates possible Tier II and Tier III behaviors as well as possible responses and/or consequences. The following tables illustrate Tier II and Tier III behaviors, as well as possible responses.

<table>
<thead>
<tr>
<th>Level II Behaviors*</th>
<th>Level II Responses*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repeated Level I behaviors with little positive response to Level I responses, rude or disrespectful behavior, throwing dangerous objects, horseplay, profanity, verbal harassment, no show for detention or reflection, violation of safety rules, committing dangerous acts, lying or misleading staff, misuse of school property, bullying, threatening bodily harm, severe tardiness</td>
<td>Peer mediation/ conflict resolution, detention/reflection in classroom (arranged by teacher), phone call to parent (best used in tandem with other responses), parent conference with or without admin, parent supervision, referral to counselor, referral to admin, student/teacher conference with admin, establishment of behavior tracker or daily check in, admin detention request, pre-suspension conference, confiscation, Saturday School, lunch detention, school beautification, parent/student conference, SST referral, home visit, buddy</td>
</tr>
</tbody>
</table>
**Level III Behaviors***

Repeated Level II behaviors with little positive response to Level II responses, vandalism, using force against another student or staff member, leaving class or otherwise designated area without permission, weapons possession, drug possession, use, or distribution, fighting, threatening violence, participating in group violence, leaving school premises without permission, theft or possession of stolen property, lewd or indecent behavior, posting of slanderous, humiliating, bullying, or threatening materials around school or the internet, racist, sexist, sexually inappropriate, or other hateful speech towards students or staff, spitting on another, intoxication, any dangerous or illegal activity

**Level III Responses***: Immediate Office Referral and Incident Report

The following will serve as alternatives to suspension/expulsion:
- Parent/student conference, SST referral, individual behavior student contract, CPS (Collaborative Problem Solving) support plan, home visit, parent supervision, individual counseling, referral to drug counseling, community service, threat assessment, school based mentors, multi-agency collaboration

Additionally, the following responses can be considered:
- In school suspension, out of school suspension, expulsion

*It is important to note that these lists are examples of behaviors and responses and there are behaviors and responses that are not listed. Depending on the severity of the infraction, suspension and law enforcement intervention may be the legally required consequence.

It is important to note that all school stakeholders have a vested interest in creating a positive and safe learning environment for all students and staff.

**Student Responsibilities:**
- Take responsibility for their behavior and hold themselves to high standards
- Work to achieve at high levels
- Come to school every day, on time, ready to learn
- Follow school and classroom expectations and rules
- Participate as members of the learning community
- Treat teachers, administrators, staff, other students and themselves with respect
- Help teachers and other students understand their culture and learn about and be respectful of the cultures of others
- Comply with reasonable requests from school staff
- Model positive behavior
- Participate in problem solving for individual and school concerns

**Family Responsibilities:**
• Take responsibility for the behavior of their student as determined by law, community practice and school expectations
• Participate in and support school activities
• Teach students to be respectful of others and reinforce school expectations
• Model positive, respectful and appropriate school behavior
• Teach students that behavior has consequences
• Encourage and praise their student’s achievements
• Discuss feedback on progress with their student
• Communicate with school staff to ensure that staff know and understand their student better and are better able to teach them effectively.
• Share information and insights with school staff to help them teach their child

School Responsibilities:
• Develop a school wide behavior plan and share with staff, students and families
• Ensure that new teachers, administrators and other staff know and understand the school wide plan and regularly review the school plan with all staff
• Review outcomes and modify plan, with particular attention to whether the school is reducing the number of out of school suspensions
• Provide a process for addressing student concerns
• Implement a defined system for teaching the expectations at the beginning of the school year and periodically throughout the year; Teach social skills to increase students’ repertoire of appropriate responses
• Ensure that the school is welcoming to families of all cultures and backgrounds
• Communicate school expectations to families
• Inform families of both their student’s positive behavior and of behavior-related concerns
• Communicate with families whose students have been victimized at school
• Ensure that teams of teachers and support staff provide interdisciplinary problem solving and to address identified needs

Every student has the right to be educated in a safe, respectful, and welcoming environment and every educator has the right to teach in an atmosphere free from disruptions that impede instruction and learning. This discipline foundation policy will establish the culture needed for students to achieve both academic and social success.

In-School Suspension
If deemed necessary, Synergy will use In-School Suspension for Level III behaviors and it will be overseen by the Dean of Students and Athletics (“Dean of Students”). Teachers will assign work and meet with the student during their prep period. The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year.
Grounds for Out-of-School Suspension and Expulsion/Out-of-School Suspension Procedures/Expulsion Procedures

This Element 10: Suspension and Expulsion Procedures Policy ("Policy") has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 et seq., which describes the noncharter schools’ list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 et seq. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements, including but not limited to material revision requirements if applicable to a particular change. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.
c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

f) Caused or attempted to cause damage to school property or private property.

g) Stole or attempted to steal school property or private property.

h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Knowingly received stolen school property or private property.

l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental
harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission
to possess the item from a certificated school employee, with the Director/Principal or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force or violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property.

   g) Stole or attempted to steal school property or private property.

   h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

   i) Committed an obscene act or engaged in habitual profanity or vulgarity.

   j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

   k) Knowingly received stolen school property or private property.

   l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

   m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or
harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

   a) Possessed, sold, or otherwise furnished any firearm or explosive unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee’s concurrence.

If it is determined by an Administrative Panel during an expulsion hearing or the Board of Directors in an expulsion appeal that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure (for in-school and out-of-school suspensions)

Suspensions shall be initiated according to the following procedures:

1. Conference

   Suspension shall be preceded, if possible, by a conference conducted by the Director/Principal or the Director/Principal’s designee1 with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director/Principal or designee.

   The conference may be omitted if the Director/Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her

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1 Designee as used in this Policy includes other administrators at the Charter School, such as the Assistant Director, Instruction; Dean of Students; or Assistant Director of Student and Family Services.
defense. This conference shall be held within two school days of when the student was suspended, unless the pupil’s parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Director/Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent comes to the school. Whenever a student is suspended, the Director/Principal or designee shall notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If the Director/Principal or designee wish to ask the parent/guardian to participate in another meeting or phone conference regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. Upon a recommendation of expulsion by the Director/Principal or Director/Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director/Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Director/Principal and/or the classroom teacher(s), to complete instructional activities missed due to his or her suspension. Regardless, suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Director/Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Charter School’s Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.
A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School’s Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause by the Director/Principal, designee, or Administrative Panel, the hearing shall be held within thirty (30) school days after the Director/Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing no later than three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded by the Director/Principal or designee to the student and the student’s parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;
4. Notification of the student’s or parent/guardian’s obligation to provide information about the student’s status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student’s parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student’s behalf including witnesses;
9. A statement that the pupil’s parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the
applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to
present opposition to the introduction of the evidence. In the hearing on the admissibility of the
evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other
support person. Reputation or opinion evidence regarding the sexual behavior of the complaining
witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as
long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the
recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as
proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs,
such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of
hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by
substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on
the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on
hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel
determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk
of physical or psychological harm.

If, due to a written request by the pupil, the hearing is held at a public meeting, and the charge is committing or
attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section
48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the
public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational
program.

I. Written Notice to Expel

The Director/Principal or designee, following a decision of the Administrative Panel to expel, shall, within
seven (7) calendar days of the decision, send written notice of the decision to expel, including the
Administrative Panel’s adopted findings of fact, to the student or parent/guardian. This notice shall also include
the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal
rights/procedures; and (c) Notice of the student’s or parent/guardian’s obligation to inform any new district in
which the student seeks to enroll of the student’s status with the Charter School.

The Director/Principal or designee shall send a copy of the written notice of the decision to expel to the
authorizer. This notice shall include the following: (a) The student’s name; and (b) The specific expellable
offense committed by the student.
J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

Parents/Guardians (or students age 18 and over) may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Director/Principal or designee will send written notice to the student or parent/guardian of the Board’s decision within seven (7) calendar days of the appeal hearing. The Charter School Board’s decision to uphold the administrative panel’s decision to expel shall be final.

L. Expelled Pupils/Alternative Education

The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education.
Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees' Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, per applicable legal and retirement plan requirements.

Synergy Academies’ Board of Directors will determine salaries and benefits, working conditions, calendars, holidays, vacations, work days, and the work year. When appropriate, the Board may obtain feedback from the school community (i.e., administrators, teachers, parents) on these items.

Synergy Academies’ Director of Operations will be responsible for working with any applicable vendors (e.g., payroll companies, etc.), to ensure that the following retirement program data, paperwork, and payments are completed and submitted accordingly and that contributions are made on behalf of all eligible staff members.

State Teachers’ Retirement System (STRS)

Any full-time certificated employees who are eligible may elect to participate in the State Teachers’ Retirement System. Participating employees will contribute the required percentage, and Synergy Academies will contribute the employer’s portion required by STRS. Synergy Academies’ Director of Operations will oversee that retirement data will be reported and payments will be made via the Los Angeles County Office of Education (LACOE) in accordance with procedures established by STRS.

Public Employees’ Retirement System (PERS) or Federal Social Security

All full-time non-certificated employees are eligible to contribute to the Public Employees’ Retirement System. All non-certificated employees will participate in the federal Social Security system.
Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”
(Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Synergy Quantum Academy is a school of choice. No student is required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed on enrollment forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
Element 13: Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Synergy Academies does not require any employee to work for Synergy Quantum Academy.
Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Synergy Quantum Academy
c/o School Director/Principal
P.O. Box 78999
Los Angeles, CA 90016

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
Element 15: Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Synergy Academies shall be deemed the exclusive public school employer for all employees of Synergy Quantum Academy for the purposes of the Educational Employment Relations Act (“EERA”). Synergy Academies will comply with the EERA.
Element 16: Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason or loses its Public School Choice status, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.
CLOSURE PROCEDURES
The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.
For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.
Additional Provisions

FACILITIES

Public School Choice Campus
As an independent charter school approved to operate a Public School Choice campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate a Public School choice campus.

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.
In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
• **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

• **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction,
alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**INSURANCE**

**Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

Evidence of Insurance
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors,
agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**FISCAL MATTERS**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:
Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

Internal Fiscal Controls
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)
Assurances and Affirmations

Synergy Quantum Academy (also referred to herein as “SQA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)

- Not charge tuition. (Ed. Code § 47605(d)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)

- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).) ¹

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).) ²

- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)

¹ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.
Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Pursuant to the Public School Choice (PSC) Resolution, Charter School makes the following assurances:

- Charter School is a not for profit entity.
- Charter School shall maintain a record of financial solvency and sustainability.
- Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
- In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
- As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.
- Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt
out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

NOTE: Charter School currently participates in, and operates on a District campus under the auspices of, the District’s Public School Choice program. In the event that Charter School no longer participates in the PSC program, the PSC provisions in this Charter shall no longer apply with the exception of the following:

o If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD’s ability to move Charter School’s location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.

o In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term “resident student” shall mean any student residing within the attendance boundary established by the District for the campus.
Element 1 – The Educational Program

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

“If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements.” (Ed. Code § 47605(b)(5)(A)(iii).)

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

Academic Calendar and Schedules
Charter School shall offer, at a minimum, the number of minutes of instruction set forth in Education Code section 47612.5, and the number of school days required by California Code of Regulations, title 5, section 11960.

**Transitional Kindergarten**

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

**WASC Accreditation**

If Charter School serves students in grades 9-12, Charter School shall obtain Western Association of Schools and Colleges (WASC) accreditation before Charter School graduates its first class of students.

**English Learners**

Charter School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to Charter School’s academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan or implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.
Charter School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

**Students with Disabilities**

**Federal Law Compliance**
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

**Public School Choice Service Plan for Students with Disabilities**
In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, Charter School agrees to sign the Public School Choice Service Plan for Students with Disabilities Assurance Form ("Assurance Form"). The Assurance Form assures that the awarded PSC Charter School will abide by the conditions and requirements of the *Chanda Smith* Modified Consent Decree. Signing the Assurance Form also assures that Charter School, which has been selected to operate a PSC school, agrees to use positive behavioral interventions and supports to address the learning and behavioral needs of students with disabilities in accordance with the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. Sec. 1400 et seq.) and to comply with the District’s Discipline Foundation Policy. Charter School, selected to operate a PSC school, further agrees to protect the rights of students with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4) due process procedures. Charter School will maintain a written description of the annual notification process used to inform parents/guardians of the policies regarding Nondiscrimination (Title 5 CCR 4960 (a)), Sexual Harassment (EC 231.5 (a) (b) (c), Title IX Student Grievance Procedure (Title IX 106.8 (a) (d) and 106.9 (a)) and Uniform Complaint Procedures (Title 5, CCR 4600-4671). Procedures must include a description of how Charter School will respond to complaints and how the District will be notified of complaints and subsequent investigations. Furthermore, Charter School agrees to participate in the Los Angeles Unified School District’s Special Education Local Plan Area (SELPA), as required by all public schools formed or approved by the District.

**Special Education Program**
Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school’s inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

**SELPA Reorganization**
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:
End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

Statewide Assessment Data (Including Charter Schools)

The usual file including District ID.

Norm day
District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

CBEDS (Including Charter Schools)

All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

Dropout (Including Charter Schools)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

Monthly SESAC and Suspension data (Including Charter Schools)

Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Pupil Progress Toward Outcomes will beMeasured

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.
Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B)).

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” (Ed. Code § 47605(b)(5)(C)).

**Measurable Goals of the Educational Program**

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula) and AB 484, as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

**Standardized Testing**

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

**Public School Choice Performance**

Charter School will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Charter School agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This participation may involve survey or interviews with teachers and parents to understand factors associated with student performance.

Charter School’s performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

**Element 4 – Governance**
“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” (Ed. Code § 47605(b)(5)(D).)

**GENERAL PROVISIONS**

As an independent charter school, Charter School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

Charter School shall ensure that, at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that the governing board and/or nonprofit corporation operating Charter School amends the bylaws, Charter School shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education Code section 47604(b).

**LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be
prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action that would be prohibited by Title IX or Section 504.

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

**RESPONDING TO INQUIRIES**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within
one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

**STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

**Element 5 – Employee Qualifications**

*“The qualifications to be met by individuals to be employed by the school.”* (Ed. Code § 47605(b)(5)(E).)

**EQUAL EMPLOYMENT OPPORTUNITY**

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for
certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

**Element 6 – Health and Safety Procedures**

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237.” (Ed. Code § 47605(b)(5)(F.).)

**Public School Choice**

As an independent charter school operating on a Public School Choice campus, Charter School shall comply with all District health, safety, and emergency procedures and requirements and will be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses.

**Health, Safety and Emergency Plan**

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

**Family Educational Rights and Privacy Act (FERPA)**

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

**Criminal Background Clearances and Fingerprinting**
Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1.
Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized
by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has
performed criminal background checks and cleared for employment all employees prior to employment;
(2) Charter School has obtained certification from each of its contracting entities/independent
contractors that the entity/contractor has conducted required criminal background clearances for its
employees prior to provision of schoolsite services and/or any contact with students and has requested
subsequent arrest notification service; and (3) Charter School has performed criminal background checks
and cleared for service all volunteers not directly supervised by staff and who may have contact with
students. Charter School shall also ensure that it requests and receives subsequent arrest notifications
from the California Department of Justice for all employees and volunteers not directly supervised by
staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of
Custodian of Records status for each Custodian of Records.

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee
who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be
examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to
employment/service, in accordance with Education Code section 49406. Charter School shall maintain
TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student
immunization, health examination, and health screening, including but not limited to screening for vision,
hearing, and scoliosis, to the same extent as would be required if the students were attending a non-
charter public school. Charter School shall maintain student immunization, health examination, and
health screening records on file.

**SAFE PLACE TO LEARN ACT**

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education
Code section 234 et seq.

**Element 7 – Means to Achieve Racial and Ethnic Balance**

“The means by which the school will achieve a racial and ethnic balance among its pupils that is
reflective of the general population residing within the territorial jurisdiction of the school district
to which the charter petition is submitted.” (Ed. Code § 47605(b)(5)(G).)

**COURT-ORDERED INTEGRATION**
Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.

**Federal Program Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

Public School Choice School Admissions

Charter School shall maintain complete and accurate records of its annual enrollment process, including but not limited to documenting that students who reside within the designated attendance boundary have been offered enrollment in Charter School prior to any other students being accepted. These records shall be made available to the District upon request.

In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of Education Code sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the
attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.

**HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

**NON-DISCRIMINATION**

Charter School shall not require a parent/legal guardian/student to provide information regarding a student's disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

**Element 9 – Annual Financial Audits**

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to Charter School’s Calendar
h. Statistical Report – monthly according to Charter School’s Calendar of Reports
   In addition:
   • P1, first week of January
   • P2, first week of April
i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

**Element 10 – Suspension and Expulsion Procedures**

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

**GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**STUDENTS WITH DISABILITIES**

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.
In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A. Was the misconduct caused by, or directly and substantially related to the student's disability?
B. Was the misconduct a direct result of the Charter School's failure to implement 504?

**Notification of the District**

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  D. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

**Outcome Data**

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**
Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**READMISSION**

Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School’s governing board shall readmit the pupil, unless Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**REINSTATEMENT**

Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**GUN-FREE SCHOOLS ACT**

Charter School shall comply with the federal Gun-Free Schools Act.

**Element 11 – Employee Retirement Systems**

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final
The liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14.
Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal
Charter School
[See Element 14]

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

Element 16 – Charter School Closure Procedures

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCATION OF THE CHARTER

The District may revoke the Charter if Charter School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:
• Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.

• Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.

• Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

• Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

**Closure Procedures**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure...
activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELP) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer
Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in
accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out
After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:
1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**
The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:
1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

   a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

   b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

   c. Make final federal tax payments (employee taxes, etc.)

   d. File its final withholding tax return (Treasury Form 165).

   e. File its final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause
Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

Facilities

Public School Choice Campus
As an independent charter school approved to operate a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate a PSC campus.

District-Owned Facilities
If Charter School is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an
agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e. schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use**: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment**: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing**: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
(ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  
  (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

  (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Non-District-Owned Facilities**
Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, Charter School shall provide adequate documentation to the CSD that the facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, or notices issued by the authorized building and safety agency or the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

Insurance

Insurance Requirements
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.
It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.
Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy.

**Evidence of Insurance**
Charter School shall furnish to the District’s Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**
To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School’s vendors, contractors, partners or sponsors.

**Fiscal Matters**

**District Oversight Costs**
The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

**Cash Reserves**
Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

**Third Party Contracts**
Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

**Special Education Revenue Adjustment/Payment for Services**
In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
Compliance with terms and conditions prescribed in the Charter agreement,
Internal controls, both financial and operational in nature,
The accuracy, recording and/or reporting of Charter School’s financial information,
Charter School’s debt structure,
Governance policies, procedures and history,
The recording and reporting of attendance data,
Charter School’s enrollment process,
Compliance with safety plans and procedures, and
Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hour notice.

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

**Local Control and Accountability Plan**
In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1) of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)