Renewal Charter Petition for Synergy Kinetic Academy

Term: July 1, 2013-June 30, 2018

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www.WeAreSynergy.org
# Renewal Charter Petition for Synergy Kinetic Academy

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Affirmations and Assurances

Synergy Kinetic Academy (the “School” or “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards authorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- Synergy Academies shall be deemed the exclusive public school employer of the employees of Synergy Kinetic Academy for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]

- The School shall be non-sectarian in its programs, admissions policies, employment practices, and all other operations. [Ref. Education Code Section 47605(d)(1)]

- The School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]

- The School shall not discriminate against any student on the basis of the characteristics listed in Education Code Section 220 (actual or perceived 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 or association with an individual who has any of the aforementioned characteristics).

- The School shall admit all pupils who wish to attend the school. [Ref. Education Code Section 47605(d)(2)(a)]

- Determine admission by a public random drawing, if the number of pupils who wish to attend the Charter School exceeds the school capacity, and preference shall be extended to pupils who currently attend the Synergy Kinetic Academy and pupils who reside in the District. [Ref. Education Code Section 47605(d)(2)(B)]

- The 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 in Education Improvement Act of 2004.

- The School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]

- The School shall ensure that teachers in the School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in
other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]

- The School shall at all times maintain all necessary and appropriate insurance coverage.
- The School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The School shall, on a regular basis, consult with its parents and teachers regarding the School's education programs. [Ref. California Education Code Section 47605(c)]
- The School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The School shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- The School shall not require any child to attend Synergy Kinetic Academy nor any employee to work at Synergy Kinetic Academy.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves Synergy Kinetic Academy without graduating or completing the school year for any reason, Synergy Kinetic Academy shall notify the superintendent of the school district of the pupil’s last known address within 30 days (if Synergy Kinetic Academy does not use the school district’s student information system), 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.
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.
- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
• The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

LAUSD PSC-Specific Language:

Pursuant to the Public School Choice (PSC) Resolution, Synergy Kinetic Academy makes the following assurances:

• Synergy Kinetic Academy is a not for profit entity.

• Synergy Kinetic Academy shall maintain a record of financial solvency and sustainability.

• Synergy Kinetic Academy agrees that the student composition at a new or underperforming 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, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

• In accordance with the Attendance Boundary State Waiver for Public School Choice, Synergy Kinetic Academy agrees to provide first choice attendance to resident students including students with disabilities from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver of Education Code section 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, Synergy Kinetic Academy further agrees not to refuse any resident students unless the resident enrollment exceeds the District’s established maximum enrollment for the school in question. Synergy Kinetic Academy understands and accepts that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2009-10 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, Synergy Kinetic Academy also agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” The “opt-out” decision is only valid 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 the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.”
Synergy Kinetic Academy will serve up to 480 6-8\textsuperscript{th} grade students, of which up to 360 students (75\%) must be resident 6-8\textsuperscript{th} grade students from the designated overcrowded schools as established by the district’s annual boundary process and required under PSC. All references to capacity shall be amended to reflect these numbers.
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Self-Reflection/Introduction

Why is Synergy Needed?

In 2004, Synergy Academies opened its first school, Synergy Charter Academy, in one of the lowest-performing areas of inner city South Los Angeles. Its Mission was to eliminate the achievement gap that has persisted for generations among educationally disadvantaged students, and its Vision was for its students to eventually attend the four-year college of their choice. Over the past eight years, Synergy Academies’ students have thrived. In 2010, Synergy’s elementary school students earned an Academic Performance Index (API) score of 897, and the U.S. Department of Education named Synergy Charter Academy a winner of a prestigious 2010 National Blue Ribbon Award. This is the highest honor that an American public school can earn, and Synergy Charter Academy is the first elementary school in the history of South Los Angeles to ever win this award. Synergy Charter Academy’s 2012 API score is 934.

In Synergy Academies’ South Los Angeles community, local middle schools have been struggling to an even greater degree than local elementary schools. Therefore, in 2008, Synergy Kinetic Academy opened to help address this problem. By following the same instructional philosophy used by Synergy Charter Academy and adapting it to middle school students’ needs, Synergy Kinetic Academy is already establishing a legacy of its own. While schools less than a mile away have not yet reached 700 on the API, Synergy Kinetic Academy already broke the coveted 800-point API barrier in just its second year of operation with an API score of 802. In 2011, Synergy Kinetic Academy’s API score increased to 837. In 2012, Synergy Kinetic Academy expanded, and about 50% of its students were brand new this past year. Despite this rapid growth and influx of new students, Synergy Kinetic Academy scored above the 800-point barrier again with an API score of 805, making it the third straight year with an API score over 800.

Like its successful elementary school predecessor, Synergy Kinetic Academy’s instructional philosophy is to value quality teaching and to use sound, research-based instruction that has proven to be effective with helping educationally disadvantaged students learn. It teaches a complete, rigorous, standards-based, college-preparatory curriculum.

Synergy Kinetic Academy’s core belief is that all students can succeed regardless of their background or circumstances. The inner city may define where our students come from, but it in no way defines or limits where they are going. Therefore, Synergy Kinetic Academy helps its
inner city middle school students gain educational KINETIC energy as they make the move towards college.

**Mission and Vision**

The *Mission* of Synergy Academies’ schools is to create and share solutions that eliminate the achievement gap. Our *Vision* for our students is that they will meet or exceed the California Content Standards and take college-preparatory classes in high school so that they can eventually attend the four-year university of their choice.

**Analysis of the School’s Student Achievement**

Since 2010, every year the Synergy Kinetic students have met the statewide API goal of 800. In 2011-12, Synergy Kinetic increased its student population to 480. Even with the significant growth, Synergy Kinetic was still able to exceed the state goal of 800 on the API.

The following chart illustrates Synergy Kinetic’s 2012 English Language Arts, Math, History, and Science California Standards Test (CST) scores (% proficient or advanced) as compared with the average scores of the six closest LAUSD (“District”) middle schools in Synergy’s neighborhood. It shows that Synergy Kinetic’s students are outperforming their peers in every subject. This data was obtained from the California Department of Education’s (CDE) DataQuest.

![2012 CST Comparison](image)

The following chart shows the 2012 API scores for Synergy Kinetic and the six closest LAUSD middle schools in Synergy’s neighborhood. Synergy Kinetic’s API score of 805 is as much as 187 points higher than the neighborhood middle schools. This is our third straight year obtaining an API score above 800, which is the state’s goal for all schools. This data was obtained from the CDE’s DataQuest.
When looking at the performance of all 6th-8th grade middle schools in Synergy’s neighborhood, Synergy Kinetic is the highest performing 6th-8th grade middle school.

**Analysis of Numerically Significant Subgroups**

Synergy Kinetic’s numerically significant subgroups are Latino students, Socio-economic disadvantaged, and English Learners (EL). The following charts break down the percent of Synergy Kinetic’s students who are proficient or advanced in English Language Arts, Math, History, and Science for its numerically significant subgroups in 2012 compared to six local middle schools. These charts show that Synergy Kinetic’s numerically significant subgroups either equaled or outperformed their neighborhood peers in all subjects except in math for English Learner students at one school. In History, Synergy Kinetic significantly outperformed the comparison schools, especially for English Learners. Overall, while Synergy Kinetic’s English Learner students outperformed their neighborhood peers in most subjects, English Learners continue to struggle compared to the other subgroups in all of the middle schools in the community. This data was obtained from the CDE’s DataQuest.
The following outlines our plan for increasing the number of English Learners (EL) scoring proficient or advanced on the 2013 CSTs.

<table>
<thead>
<tr>
<th>Action</th>
<th>Person Responsible</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development (PD) for EL</td>
<td>Led by Assistant Principal</td>
<td>Conducted during 2012 Summer Teacher Training</td>
</tr>
<tr>
<td>teachers to focus on Sheltered Instruction Observation Protocol (SIOP) and Specially Designed Academic Instruction in English (SDAIE) strategies and follow up trainings will occur throughout the 2012-13 school year</td>
<td></td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>PD for teachers on Explicit Vocabulary Instruction (Dr. Kate Kinsella’s Model designed specifically to support EL’s development of academic vocabulary) Led by Assistant Principal Conducted during 2012 Summer Teacher Training and follow up trainings will occur throughout the 2012-13 school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – initial benchmark administration Teachers August 13 – 17, 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review STAR data with staff, including subgroups Principal/Teachers September 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administer CELDT to EL students Overseen by Asst. Principal September-October 2012</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement intervention block for all students during the school day. Students will be grouped by EL needs. Principal, Asst. Principal, and Teachers Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Observe classroom teachers and give feedback on their instruction, including how effectively they are incorporating EL strategies Principal &amp; Asst. Principal Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyze effectiveness of language arts materials used to instruct and support ELs ELAC and School Operations Committee Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct Student Success Team (SST) meetings with the parents of ELs who are SST Team members Ongoing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Event Description</td>
<td>Responsible Party</td>
<td>Date Range</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>---------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – 2nd administration</td>
<td>Teachers</td>
<td>October 15-19, 2012</td>
</tr>
<tr>
<td>Regroup students in intervention block based on EL needs</td>
<td>Principal/Asst. Principal</td>
<td>October 22, 2012</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – 3rd administration</td>
<td>Teachers</td>
<td>December 10-14, 2012</td>
</tr>
<tr>
<td>Regroup students in intervention block based upon EL needs</td>
<td>Principal/Asst. Principal</td>
<td>January 7, 2013</td>
</tr>
<tr>
<td>Review CELDT results with teachers to assist them with how to differentiate instruction for ELs</td>
<td>Led by Principal/Asst. Principal</td>
<td>When CELDT results arrive (approximately January 2013)</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – 4th administration</td>
<td>Teachers</td>
<td>March 11-15, 2013</td>
</tr>
<tr>
<td>Regroup students in intervention block based upon EL needs</td>
<td>Principal/Asst. Principal</td>
<td>March 18, 2013</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – 5th administration</td>
<td>Teachers</td>
<td>May 28-31, 2013</td>
</tr>
<tr>
<td>Create summer school intervention groups and plan instruction based on student needs</td>
<td>Principal/Asst. Principal</td>
<td>June 2013</td>
</tr>
<tr>
<td>Teach summer school based on student needs, including EL student needs</td>
<td>Principal/Asst. Principal/Teachers</td>
<td>July 2013</td>
</tr>
</tbody>
</table>
Analysis of Non-Numerically Significant Subgroups

While the California Department of Education (CDE) and the federal government recognize that the low number of students in any certain sub-group may deem that group not to be numerically significant because the numbers can be easily skewed, Synergy believes in looking at all of our subgroups to determine whether or not we are meeting their needs. Synergy Kinetic’s non-numerically significant subgroups are: African American/Black students and Students with Disabilities.

The following charts break down the percent of Synergy Kinetic’s students who are proficient or advanced in English Language Arts, Math, History, and Science for its non-numerically significant subgroups in 2012 compared to six local middle schools. For the 2012 CST Science test, Synergy Kinetic is unable to report its African American student scores since the state only allows scores with 10 or more students to be publicly reportable information. This data was obtained from the CDE’s DataQuest.
2012 CST - Mathematics

Overall and Non-Numerically Significant Subgroups

Percent Proficient

Overall | African Am. | Sp. Ed.
---|---|---
SYNERGY KINETIC
Adams | 42 | 28 | 19
LA Academy | 25 | 19 | 17
Carver | 23 | 16 | 16
Arts & Cult. | 22 | 16 | 16

Kinetic | Adams | Bus. & Tech. | LA Academy | Clinton | Carver | Arts & Culture
---|---|---|---|---|---|---
--- | --- | --- | --- | --- | --- | ---
Overall | 72 | 45 | 32 | 33 | 35 | 35
African Am. | 45 | 45 | 33 | 33 | 35 | 35
Sp. Ed. | 45 | 45 | 33 | 33 | 35 | 35

2012 CST - History

Overall and Non-Numerically Significant Subgroups

Percent Proficient

Overall | African Am. | Sp. Ed.
---|---|---
SYNERGY KINETIC
Adams | 72 | 45 | 32
LA Academy | 45 | 45 | 33
Carver | 33 | 33 | 33
Arts & Cult. | 35 | 35 | 35

Kinetic | Adams | Bus. & Tech. | LA Academy | Clinton | Carver | Arts & Culture
---|---|---|---|---|---|---
--- | --- | --- | --- | --- | --- | ---
Overall | 72 | 45 | 32 | 33 | 35 | 35
African Am. | 45 | 45 | 33 | 33 | 35 | 35
Sp. Ed. | 45 | 45 | 33 | 33 | 35 | 35
These charts above show that Synergy Kinetic’s non-numerically significant subgroups performed better or comparable to most of their neighborhood peers in most categories. Nevertheless, Synergy Kinetic believes in the importance of reflecting upon and improving our practice, so we have created the improvement plans described below.

The following outlines our plan for increasing the number of African American students scoring proficient or advanced on the CSTs.

<table>
<thead>
<tr>
<th>Action</th>
<th>Person Responsible</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – initial benchmark administration</td>
<td>Teachers</td>
<td>August 13-17, 2012</td>
</tr>
<tr>
<td>Review STAR data with staff, including subgroups</td>
<td>Principal/Asst. Principal/Teachers</td>
<td>September 2012</td>
</tr>
<tr>
<td>Implemented intervention block for Standard English Learners (SEL) during the school day</td>
<td>Teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Professional Development (PD) to focus on Academic English Mastery Program (AEMP), Cultural Relevance, and Standard English Learner (SEL) strategies</td>
<td>Principal/Asst. Principal</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Observe classroom teachers</td>
<td>Principal/Asst. Principal</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Analyze effectiveness of language arts</td>
<td>School Operations</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Action</td>
<td>Person Responsible</td>
<td>Implementation Timeline</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>materials used to instruct and support SEL students</td>
<td>Committee</td>
<td></td>
</tr>
<tr>
<td>Conduct Student Success Team (SST) meetings with the parents of SEL students who are struggling</td>
<td>SST Team members</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – 2nd administration</td>
<td>Teachers</td>
<td>October 15-19, 2012</td>
</tr>
<tr>
<td>Regroup students in intervention block based upon SRI and SMI results</td>
<td>Principal/Asst. Principal</td>
<td>October 22, 2012</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – 3rd administration</td>
<td>Teachers</td>
<td>December 10-14, 2012</td>
</tr>
<tr>
<td>Regroup students in intervention block based upon SRI and SMI results</td>
<td>Principal/Asst. Principal</td>
<td>January 7, 2013</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – 4th administration</td>
<td>Teachers</td>
<td>March 11-15, 2013</td>
</tr>
<tr>
<td>Regroup students in intervention block based upon SRI and SMI results</td>
<td>Principal/Asst. Principal</td>
<td>March 18, 2013</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) – 5th administration</td>
<td>Teachers</td>
<td>May 28-31, 2013</td>
</tr>
<tr>
<td>Create summer school intervention groups and plan instruction based on student needs</td>
<td>Principal/Asst. Principal</td>
<td>June 2013</td>
</tr>
<tr>
<td>Teach summer school based on student needs, including SEL students</td>
<td>Principal/Asst. Principal/Teachers</td>
<td>July 2013</td>
</tr>
</tbody>
</table>

The following outlines our plan for increasing the number of Students with Disabilities scoring proficient or advanced on the CSTs.

<table>
<thead>
<tr>
<th>Action</th>
<th>Person Responsible</th>
<th>Implementation Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special Education 101 training for teachers, including general education teachers’ role in the IEP meeting process and how to provide accommodations and modifications in the classroom (conducted by Former Southwest SELPA Director Bob Farran)</td>
<td>Principal/Asst. Principal, Counselor, and Teachers</td>
<td>2012 Summer Teacher Training</td>
</tr>
<tr>
<td>RSP teachers and school administrators training on special education policies, procedures, and best practices (conducted by Former Southwest SELPA Director Bob Farran)</td>
<td>Principal/Asst. Principal, Counselor, and Teachers</td>
<td>2012 Summer Training</td>
</tr>
<tr>
<td>Training for all Synergy Academies administrators, counselors, and RSP teachers on special education law (conducted by</td>
<td>Principal/Asst. Principal, Counselor, and Teachers</td>
<td>2012 Summer Administrator Training</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>YM&amp;C law firm)</th>
<th>Teachers</th>
<th>August 13-17, 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administer Scholastic Reading Inventory (SRI), the Scholastic Phonics Inventory (SPI), and the Scholastic Math Inventory (SMI) – initial benchmark administration</td>
<td>Teachers</td>
<td></td>
</tr>
<tr>
<td>Review IEP goals and classroom accommodations with general education teachers</td>
<td>Principal/Asst. Principal/RSP teachers/Gen. Ed. Teachers</td>
<td>August 2012 and Ongoing</td>
</tr>
<tr>
<td>Review STAR data with staff, including subgroups</td>
<td>Principal/Asst. Teachers</td>
<td>September 2012</td>
</tr>
<tr>
<td>Implement intervention block for Special Education (SPED) students during the school day (this intervention block is in addition to the services and supports set forth in the students’ IEPs)</td>
<td>Teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Observe classroom teachers and RSP teachers, with special focus on differentiation and accommodations</td>
<td>Principal/Asst. Principal</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Analyze effectiveness of SPED materials used to instruct and support SPED students</td>
<td>Modified Consent Review Team</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Monthly meetings with grade-level teachers and RSP teachers to review students’ IEPs, including IEP goals, accommodations, and modifications</td>
<td>Principal/Asst. Principal, Counselor, and Teachers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI), Scholastic Phonics Inventory (SPI), and Scholastic Math Inventory (SMI) – 2nd administration</td>
<td>Teachers</td>
<td>October 15-19, 2012</td>
</tr>
<tr>
<td>Regroup students in intervention block based upon SRI, SPI, and SMI results</td>
<td>Principal/Asst. Principal</td>
<td>October 22, 2012</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI), Scholastic Phonics Inventory (SPI), and Scholastic Math Inventory (SMI) – 3rd administration</td>
<td>Teachers</td>
<td>December 10-14, 2012</td>
</tr>
<tr>
<td>Regroup students in intervention block based upon SRI, SPI, and SMI results</td>
<td>Principal/Asst. Principal</td>
<td>January 7, 2013</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI), Scholastic Phonics Inventory (SPI), and Scholastic Math Inventory (SMI) – 4th administration</td>
<td>Teachers</td>
<td>March 11-15, 2013</td>
</tr>
<tr>
<td>Regroup students in intervention block based upon SRI, SPI, and SMI results</td>
<td>Principal/Asst. Principal</td>
<td>March 18, 2013</td>
</tr>
<tr>
<td>Administer Scholastic Reading Inventory (SRI), Scholastic Phonics Inventory (SPI), and Scholastic Math Inventory (SMI) – 5th administration</td>
<td>Teachers</td>
<td>May 28-31, 2013</td>
</tr>
</tbody>
</table>
As part of its self-reflection, Synergy Kinetic has developed a plan to better serve our three lowest performing subgroups, including dedicating staff development time to discussing strategies that should help these students be more successful, providing intervention support for students, and conducting Student Success Team meetings with students’ parents. Additionally, we will continue to monitor the progress of all of our students to ensure that they are meeting or exceeding the state standards and adjust our instructional program as needed.

**Analysis of CELDT Scores and RFEP Rates**

All students who are classified as English Learners take the annual CELDT test at the beginning of the school year. Students new to school and those attending public school in California for the first time, take the initial CELDT, depending on their home language survey, to determine their English language proficiency. The following table illustrates the percent of students who met the CELDT Criterion (AMAO 2). This data was obtained from the CDE’s DataQuest. According to the CDE, “To satisfy the CELDT criterion for English-language proficiency, a student in grade two through twelve must have an overall performance level of early advanced or advanced, with no score below intermediate level for each of the domains tested, i.e., listening, speaking, reading, and writing.” The percent of Synergy Kinetic students who met the CELDT Criterion was approximately double the percentage of the average LAUSD middle school student who met the CELDT Criterion each year. Since Synergy Kinetic did not serve all grades 6-8 until the 2010-11 school year, the table below only shows the percentages for 2010-11 and 2011-12 in order to make a fair comparison to the average LAUSD middle school that serves grades 6-8.

<table>
<thead>
<tr>
<th></th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Synergy Kinetic Students Meeting CELDT Criterion</td>
<td>67%</td>
<td>66%</td>
</tr>
<tr>
<td>% of LAUSD Middle School Students Meeting CELDT Criterion</td>
<td>33%</td>
<td>35%</td>
</tr>
</tbody>
</table>

According to the CDE’s DataQuest, Synergy Kinetic’s redesignation (RFEP) rate for 2010-11 was 26.2%, which is more than double LAUSD’s RFEP rate of 12.4%. Based on Synergy Kinetic’s internal data, its 2011-12 RFEP rate was 10.37%. The 2011-12 RFEP rates were not made public on the CDE website at the time of this petition submission, so a comparison could not be made to LAUSD’s RFEP rate. However, it is important to note that prior to the 2012-13 school year, Synergy’s reclassification policy was more stringent than LAUSD’s policy. Under LAUSD’s reclassification policy, a student in grades 6-8 needs to score **Basic** or higher on the ELA portion of the CSTs (other requirements must be met as well).
Synergy adhered to almost the same policy with the exception that a student must score **Proficient** or higher on the ELA portion of the CSTs. Thus, this stricter criteria may be why Synergy’s RFEP rate decreased in 2011-12. In order for our school’s RFEP rates to be more comparable to LAUSD’s RFEP rates, we will begin using LAUSD’s RFEP criteria starting in the 2012-13 school year.

<table>
<thead>
<tr>
<th>Year</th>
<th>2010-11</th>
<th>2011-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Synergy Kinetic RFEP Rate</td>
<td>26.2%</td>
<td>10.37%</td>
</tr>
<tr>
<td>LAUSD RFEP Rate</td>
<td>12.4%</td>
<td>Not available at time of petition submission</td>
</tr>
</tbody>
</table>

**How Were Other Periodic Assessments Used to Modify Instructional Practices?**

Synergy Kinetic is a data driven school and administrators and teachers consistently use data to modify instruction. Teachers use both publisher and teacher created materials to formally assess students in language arts, math, science, and social studies on an on-going basis throughout the school year. Additionally, multiple times a year, students in grades 6-8 are administered the Scholastic Reading Inventory and the Scholastic Math Inventory.

Teachers and administrators use the results of these tests to determine what concepts were mastered and what needs to be revisited, either to the whole class or in individual/small group instruction. Results of these assessments are communicated to the parents on a regular basis, at Parent-Teacher Conferences held twice a year, and through report grades given at least three times a year. Students who are consistently not meeting grade level standards according to these assessments can also be referred for a Student Success Team (SST) meeting where the team can determine further interventions and accommodations to help the student be successful in class. Assessment results are also used to determine which students need additional help by attending after school intervention or summer school. Additionally, these results are used to guide professional development for teachers.

**In-Seat Attendance**

Synergy Kinetic has consistently maintained a high in-seat attendance rate. We attribute this to educating the parents on how poor attendance can impact their child’s education and how it can also affect the financial stability of the school. Synergy Kinetic’s attendance rate has been above 97% for the past 4 years as the following graph illustrates. This data was obtained from Synergy Kinetic’s attendance records, which is also reported to LAUSD and the CDE.

![In-Seat Attendance Rate](chart.png)
Successes and Challenges from the Last Charter Term

Describe Successes

To what do we attribute our success?

Synergy Kinetic attributes its success to many factors. One factor is the consistent implementation of research-based instructional practices. Synergy Kinetic’s curriculum is based on research of effective teaching practices that increase student achievement, especially for students from low socio-economic backgrounds. For example, Synergy Kinetic’s in-house created reading intervention strategies address the five research-based factors that most influence reading success, namely:

- Phonemic Awareness Instruction
- Phonics Instruction
- Fluency Instruction
- Vocabulary Instruction and
- Reading Comprehension Instruction

These five research-based factors were described by the Center for the Improvement of Early Reading Achievement (CIERA).

Another factor of our success is the “sense of synergy” that we try to create on our campus. Synergy occurs when the combined action of two or more agents is greater than the sum of their individual effects. At Synergy Kinetic, we understand that the problem of the “achievement gap” is too large for any single party to try to solve on its own. This is why at our school, we foster a culture in which all stakeholders – including teachers, students, staff, parents, administrators, and community members – are involved and work together towards a shared vision.

A third factor that we have at our school is high expectations, which continue to rise as a direct result of the previous two factors. When a rigorous instructional program is implemented and when all parties are working together and actually start to see results, the school as a whole can’t help but keep raising their expectations. When much is expected of students, much is accomplished as the students rise to meet those expectations. We have communicated with our entire school community that we are proud of what our school has accomplished so far. We also explain to the entire school community that we are encouraged, but not satisfied. A vital part of raising expectations is helping people see a wider perspective. Therefore, we explain to our families that while our accomplishments are extraordinary for our area, they are still ordinary compared to our potential. What keeps us moving forward is the knowledge that this is the best our neighborhood has ever seen, but it’s not yet the best that we can ever be.

How will we build on our successes?

Synergy Kinetic will continue to build upon the momentum created by the factors that have led to our success. As with parenting, a key to success is consistency. We will continue to implement research-based instructional strategies. For example, as we prepare for the implementation of common core standards, we will look for research-based instructional strategies that will prepare our students to learn and think in new ways. We will continue to open communication to foster a culture in which our stakeholders are working effectively
together. The more parents understand the education system, the more influential a player they become. Additionally, we will seek to collaborate with other educators so we can learn from each other and help each other build upon our successes. Finally, we will continue to have high expectations for student achievement and we will celebrate when students meet those expectations.

**What challenges did we experience?**

The biggest challenge that we had as a school is not having a campus to call our own for the first three years of our operation. During our first year of operation, Synergy Kinetic had to bus our students from South LA to a school facility in Koreatown. During our second and third years of operation, we leased facilities from an existing community organization in a joint-use arrangement. Since the facility was used in the evenings and on the weekends, this made it difficult for our school to conduct parent meetings and school activities on the evenings and weekends.

Academically speaking, Synergy Kinetic’s biggest challenge is making sure all of its students are reaching the level of academic proficiency required by the State. Of course, this is the challenge for all California public schools and not just for Synergy Kinetic. The challenge is especially great for Synergy Kinetic, though, because of the area that we chose to serve. As mentioned earlier, most schools surrounding Synergy Kinetic are in the bottom 10% of schools statewide. Since Synergy Kinetic is committed to serving the local neighborhood students, Synergy Kinetic’s student body is representative of the surrounding community. As such, students who enter Synergy Kinetic are more likely than not to be performing below grade level. This challenge was most significant as we entered the last school year, 2011-12, since we expanded to serve 480 students.

**What did we do to address these challenges?**

In 2011, through LAUSD’s Public School Choice process, Synergy Kinetic entered into a collaboration with LAUSD’s former Local District 5, in which we share a campus with the Dr. Julian Nava Learning Academy’s School of Arts and Culture and Business and Technology School, two LAUSD pilot schools. As we embark on this new collaboration together, we hope to be able to share best practices and strengthen the academic achievement of all students campus-wide.

The best way to meet our students’ needs academically is to continue implementing a sound instructional program. Synergy Kinetic has found that improving reading achievement is an excellent way to improve overall achievement. This is true because once students learn to read, they can then read to learn. Learning to read is the most important skill that Synergy Kinetic can give to its students because it helps lead to greater achievement overall.

**What plans are in our renewal petition to address similar challenges during our renewal term?**

In its charter petition, Synergy Kinetic describes how it tries to foster a collaborative community and create a “sense of synergy.” Synergy Kinetic will continue to build on the positive relationships it has built with all stakeholders, especially at the Dr. Julian Nava Learning Academy. Leaders from all three schools on the Nava campus hope that as we move forward, we will continue to grow and learn from each other.
Academically, Synergy Kinetic will continue to look at how it is serving the needs of all its students and that all subgroups continue to improve, especially in light of the upcoming implementation of the common core standards. Additionally, Synergy Kinetic is constantly on the lookout for additional materials or strategies that can help students reach a higher level of academic achievement. Furthermore, Synergy Kinetic will continue to foster positive connections between home and school to make sure students receive academic support from multiple fronts.

**The Extent to Which Synergy Has Achieved Its Mission Set Forth in the Original Charter Petition**

In its simplest terms, Synergy Kinetic’s “charter” is a performance contract between the school and the Los Angeles Unified School District. Upon examining the goals set forth in the original charter petition and comparing them with actual results, Synergy Kinetic has been moving in the right direction.

Synergy Kinetic’s mission was to contribute to educational reform by eliminating the achievement gap of educationally disadvantaged students. Synergy Kinetic met its goal of serving educationally disadvantaged students since as it promised in its charter petition, Synergy Kinetic is serving students in the 90011 zip code of South Los Angeles in one of LAUSD’s most disadvantaged areas. More specifically, Synergy Kinetic is located two blocks from Jefferson High School. In 2012-13, approximately 96% of its students are Hispanic, 4% are African American, over 90% of its students qualify for free or reduced price lunch, and its English Learner population is 27%.

**Charter Renewal**

The following shall serve as documentation confirming that the Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b):

- The Charter School has met or exceeded its API growth target in two of the last three years, and in the aggregate for the prior three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>API Growth Score</th>
<th>API Target</th>
<th>API Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>805</td>
<td>A</td>
<td>-32</td>
</tr>
<tr>
<td>2011</td>
<td>837</td>
<td>A</td>
<td>35</td>
</tr>
<tr>
<td>2010</td>
<td>802</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td>2009</td>
<td>791</td>
<td>B</td>
<td>B</td>
</tr>
</tbody>
</table>

- The Charter School has achieved a statewide API rank of 8 in the prior year, and 7 and 5 for two of the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).

<table>
<thead>
<tr>
<th>Year</th>
<th>API Statewide Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>8</td>
</tr>
<tr>
<td>2010</td>
<td>7</td>
</tr>
<tr>
<td>2009</td>
<td>5</td>
</tr>
</tbody>
</table>
• The Charter School has also achieved a similar schools rank of 10 in the prior two years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

<table>
<thead>
<tr>
<th>Year</th>
<th>API Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>10</td>
</tr>
<tr>
<td>2010</td>
<td>10</td>
</tr>
<tr>
<td>2009</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Therefore, the Charter School has exceeded the minimum criteria for renewal by meeting not one but three of the possible criteria.

**Curriculum Framework and Implementation of the Program**

Synergy Kinetic achieved these results while remaining true to the curriculum framework outlined in its charter petition. In its charter petition, Synergy Kinetic said that it would use similar reading and math programs as LAUSD because Synergy Kinetic wanted to serve as a model school whose practices could be replicated at other schools. As a result, Synergy Kinetic has continued to use the same instructional programs since the school began. It is important to note that the curriculum itself does not ensure success, but it is the implementation of the program, the use of research-based instructional strategies, and having effective teachers that will improve student achievement. Synergy Kinetic has also implemented the use of technology as described in its original charter petition. Due to the upcoming implementation of the common core standards statewide, Synergy Kinetic is in the process of reviewing its curriculum framework and instructional approaches to align them to the common core standards.

**Innovative Program**

Since the beginning, Synergy Kinetic’s goal has been to make its educational program replicable. For that reason, Synergy Kinetic chose not to significantly extend its school day or school year. This makes Synergy Kinetic unique since many other urban charter schools have chosen to operate with significantly longer school days and longer school years. Following nearly the same schedule as its LAUSD neighboring schools, Synergy Kinetic is demonstrating that student achievement can improve without a significantly longer school day or longer school year.

Synergy Kinetic attributes its success to a common sense approach that focuses on teaching the fundamentals in the context of a well-rounded curriculum. The teaching methods implemented in Synergy Kinetic classrooms focus on four key strategies: fluency, academic language, schemas, and time on task. **Fluency** is essential to reading comprehension. Synergy Kinetic teachers invest time to teach the fundamentals of reading, including phonics and phrasing, to ensure their students are fluent readers and able to access grade-level texts. We also apply fluency to math, ensuring that our students are fluent in basic math facts, which will allow them to pursue higher-level math as they advance in their educational careers. Synergy Kinetic teachers imbue students with rich **academic language** through consistent exposure and practice in order to give students the vocabulary to complete academically demanding tasks. Synergy Kinetic teachers use **schemas**, or concrete conceptual patterns, to help students make sense of the world around them and access a rigorous curriculum. Time is a precious and limited resource at every school. Synergy Kinetic’s teachers aim to make efficient use of their classroom time.
Synergy Kinetic’s idea of **time on task** is that students have ample time for hands-on learning and practice. At Synergy Kinetic, time on task means that students are always mentally engaged, lessons are well-paced and instructionally efficient, and idle time and transition time are minimized.

**WASC Candidacy**

Synergy Kinetic Academy received an initial three-year accreditation from the Western Association of Schools and Colleges (WASC) in 2010. Synergy Kinetic will go through its full WASC accreditation during the 2013-14 school year.

**Description of Best Practices**

- **synERgy: An Emergency Response Approach**

  Teachers and administrators at Synergy Kinetic are serious about improving education for all students. They continuously use **students’ assessment data** to know if students are at grade level, and they help students who are performing below grade level with an **urgency** that is similar to a crisis response. At Synergy Kinetic, we feel that every student is capable of achieving at grade level or beyond. Every student deserves an education that will help him or her succeed at this level. We hold ourselves responsible for our students’ success. When a student enters one of our schools performing below grade level in reading and/or math, we view this as an **emergency situation**, and we **intervene immediately**. Interventions include targeted intervention sessions during school, after school, and during breaks such as summer school.

**synERgy’s Emergency Response in Action**

- **Achievable Goal:** At least 95% proficient or advanced.

- **Intervention Block During the School Day**
- **After School**
- **Intersession**
- **Summer School**

**Unique Organizational Culture**

Synergy Academies attributes much of its success to a “sense of synergy” that has been created on its campuses. As a Synergy parent once described, “synergy” occurs when we **work together for a better outcome**. Synergy believes that only by working together more effectively can we eliminate the achievement gap and create **educational equity for all students**. The achievement gap is too immense of a problem for any single party to try to solve
on its own. Instead, there needs to be a “sense of synergy” among all stakeholders because simply put, “

together we are better.””

Synergy has identified the following organizational values that highlight the culture of Synergy Academies. These are the values that have led to greater student achievement and success. They are the values that continue to guide the organization’s instructional practices and new initiatives.

“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.”—Randy Palisoc, Co-Founder and Chief Achievement Officer, Synergy Academies

- **Value Each Individual** *(this is the centerpiece of what we do)*
  We believe in giving everyone an equal opportunity to learn and grow.

- **Teamwork**
  We work as a team and support each other as a family.

- **Integrity**
  We are transparent, honest, and believe in the importance of building and maintaining trust.

- **Hard Work**
  We have a strong work ethic, are good stewards of our resources, take initiative, hold each other accountable, and focus on continual improvement.

- **Commitment**
  We are dedicated to upholding our mission, and we have the passion and courage to persevere through challenges that may come our way.

- **Professionalism**
  We show respect for ourselves and for others by being present and dependable, as well as by representing our organization well through our words and actions.

- **Encouragement**
  We help each other be the best that we can be by listening, supporting, motivating, and communicating in a positive manner with each other.

- **Accomplishment**
  We constantly measure our performance to achieve the best results possible in everything we do.

**Data Analysis and PD used to inform teachers and parents and improve instruction**

Synergy Kinetic is a data-driven school that uses assessment data to understand and improve student and school performance. The assessment data (diagnostic, formative, and summative) helps Synergy Kinetic continuously plan, monitor, and improve academic programs. In addition to reviewing state standardized test results, other assessments include publisher-created and teacher-created assessments, student work samples, the Scholastic Reading Inventory, and the Scholastic Math Inventory. Assessments are used to:

- Identify students’ progress toward achieving standards.
- Identify students who need additional instruction or intervention.
- Prescribe a re-teaching or intervention focus for individual students.
- Identify professional development needs and target school resources.

Throughout the year, Synergy Kinetic uses periodic assessments to measure academic progress and identify students in need of differentiated instruction or intervention. Assessments also break down skills in order to focus intervention and pinpoint areas of need. For example, if students score low in fluency, teachers make immediate adjustments to provide more instruction in phonics and fluency. If a student had a high fluency score but had a low comprehension score, it may indicate that the student can read words quickly but is having trouble extracting meaning from a passage. Consequently, the student may receive more instruction in reading comprehension rather than in phonics instruction.

Synergy Kinetic’s professional development plan has played a vital role in helping the school respond to student and teacher needs. Each summer, Synergy Kinetic holds a Teacher Training Academy to provide professional development that assesses students’ needs in relation to the content standards and charts a course for helping all students meet grade-level standards. This ensures that the entire staff is on the same page instructionally and helps to build instructional coherence. Data is used not only to identify student needs, but also to identify professional development needs for teachers. This way, teachers are better equipped to respond to specific student needs. The professional development plan is then adjusted in a responsive manner. For example, during a session based on student comprehension scores, a presentation was given on how fluency impacts reading comprehension. This resulted in all teachers making sure that they included strong fluency instruction in their curriculum, regardless of the subject matter. Additionally, teachers have received outside training in areas such as classroom management, history instruction, and language instruction for English Learners.

Synergy Kinetic realizes that its vision of college admissions for its middle school students is more powerful if it is a shared vision and if everyone is on the same page. Consequently, Synergy Kinetic communicates academic performance results and expectations to all stakeholders on a regular basis in various ways. Before each school year begins, parents and students attend an orientation in which we use multimedia presentations to educate the community about Synergy Kinetic’s expectations for its students. During the school year, Synergy Kinetic holds parent meetings, parent workshops, and coffee with the principal events. One of the parent meetings informs the parents about the school’s standardized test results and helps parents understand the importance of what these results mean for their children. Many parents with children that have been in other schools for several years have informed us that nobody ever taught them how to understand this information. The second goal of the meeting is to review the school’s vision, analyze students’ past statewide testing performance, and establish the goals for the year.

Parent conferences occur twice a year, and report cards are sent home at least three times a year. The school newsletter recognizes students who are performing well, and staff learns about student performance during weekly staff meetings. Other communication tools include award ceremonies, fliers, brochures, parent/student handbooks, staff handbooks, the school web site, and our school-wide weekly message packets that are sent home with students for their parents to read.

**How has the governing board’s decision making affected the success of the school?**

Synergy Academies is a 501(c)3 non-profit organization that operates charter public schools in South Los Angeles. The organization is governed by Synergy Academies’ Board of
Directors in accordance with non-profit and charter school law. The Board of Directors seeks the input of all stakeholders, including teachers, parents, administrators, and staff in order to maintain a focus on academic achievement. It does so through groups such as Synergy’s schools’ Parent Council and School Operations Council. The Board of Directors upholds the positive reputation that has been developed of Synergy Academies, and it bases its decisions on what is best for students and the organization’s mission to create and share solutions that eliminate the achievement gap.

The Board of Directors has full fiduciary responsibility and is responsible for the overall direction of the organization. The Board is responsible for setting policy and may delegate day-to-day operational decision making to the Central Office Staff and School Site Directors with the assistance of their staff. The Central Office staff is responsible for creating procedures for carrying out the policies and directives of the Board of Directors. The Board’s decision making regarding its fiduciary responsibility and overall direction of Synergy has kept its schools both fiscally healthy and academically successful.

**How has the district benefited from Synergy’s existence?**

Through Synergy Kinetic’s existence, the District has gained a partner model school that is willing to share its best practices in order to strengthen all schools. The value added to the District includes the following:

- For the first time ever, LAUSD has a 6th-8th grade middle school in the Jefferson High School complex with an API score over 800.
- LAUSD has one of the only intentional “co-operative campus” collaborations between traditional public middle schools and a charter public middle school in the entire nation.
- When Synergy Kinetic first opened, its neighborhood was one of the most overcrowded communities with one of the largest number of schools in the District that were operating on year-round calendars. Thus, Synergy Kinetic helped to relieve this overcrowding.

**What has the community gained from Synergy that it did not have before it was there?**

As in the District’s case, the community has gained a model middle school where students are experiencing academic success that was not previously attained. The community has also gained a school that is helping parents become more influential players in their children’s education. Synergy Kinetic gives parents meaningful information and educates them about the macro, big-picture issues concerning challenges that America’s education system faces. Consequently, Synergy Kinetic’s parents have begun to better understand not only the achievement gap that exists in American schools, but also the severity of the achievement gap. After one parent meeting about the achievement gap, many parents expressed that they knew some schools were better than others, but they did not fully realize how substantial and overwhelming the differences were.

Synergy Kinetic has also strived to be a center of the community that brings community resources together in order to make them more effective. Through Synergy Kinetic, for example, many parents have learned for the first time about services in their community that they never knew existed. Synergy Kinetic has referred parents to community organizations that provide various services at little or no cost, including after school care, family counseling, tutoring,
medical care, sports activities, and enrichment activities. In this way, Synergy Kinetic serves as a proud center of the community that creates a “sense of synergy” among the various players who are working hard to make a difference in the neighborhood.

How are the students better off in Synergy than they would have been in their home schools had Synergy not been there?

Synergy Kinetic’s students are better off because they have experienced levels of success that they may not have had the opportunity to experience in the past. They attend a school that knows them personally and expects much of them. They take pride in their school because they know that by breaking the 800 API Barrier, they set the precedent that students from their personal backgrounds need not settle for substandard results. However, Synergy Kinetic believes that students should not have to be better off at Synergy Kinetic than they would have been in their home schools had Synergy Kinetic not been there. Instead, Synergy Kinetic believes that all schools can help their students be better off. Synergy Kinetic does not have all the answers to the challenges that schools and students face. Instead, Synergy Kinetic believes that we will all be better off if we work together and share our best practices with each other because we all have something that we can learn from each other.
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.”  – California Education Code Section 47605(b)(5)(A)

- The site address of Synergy Kinetic Academy is 1420 East Adams Blvd., Los Angeles, CA 90011.
- The mailing address of Synergy Kinetic Academy is P.O. Box 78999, Los Angeles, CA 90016.
- The phone number of Synergy Kinetic Academy is 323-846-2225.
- The contact person for Synergy Kinetic Academy is Russell Lawton, Director/Principal.
- The term of this charter shall be from July 1, 2013 to June 30, 2018.
- The grade configuration is grades 6th – 8th.
- The number of students currently served is 480 students.
- The admission requirements include: Synergy Kinetic Academy accepts all students in accordance with the affirmations and assurances set forth in this renewal petition.
- The enrollment capacity is 480 students. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).
- The instructional calendar will be a traditional calendar with 180 instructional days.
- The bell schedule for Synergy Kinetic Academy is currently 10:00 a.m. – 3:15 p.m. Monday and 8:00 a.m. – 3:15 p.m. Tuesday through Friday.
- If space is available, traveling students will have the option to attend in accordance with Synergy Kinetic Academy’s admission policies in the same manner as any other student applicant.

Synergy Kinetic Academy will teach a complete, rigorous, standards-based, college preparatory curriculum. Synergy Kinetic Academy will also build upon Synergy Charter Academy’s successful instructional approaches that helped improve the academic achievement among its elementary school students. In particular, Synergy Kinetic Academy’s instructional program will implement four key strategies (which will be described in detail later in this section):

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

Synergy Kinetic Academy is a data-driven school that focuses on making sure all students are provided with the appropriate support they need to meet the School’s high expectations and to meet or exceed the California Content Standards. The School has developed a data-driven culture so that all school stakeholders (teachers, administrators, parents, students, counselors, classified staff, community members, and board members) have learned to use data to establish, evaluate, and improve the education program and the School’s policies in order to
create, support, and sustain a high quality school. Additionally, teachers use a variety of instructional methods, including both traditional and innovative methods, to meet the diverse needs of its students.

Synergy Kinetic Academy is located on an LAUSD campus, Dr. Julian Nava Learning Academy, and shares a facility with the School of Arts and Culture as well as the Business and Technology School. This collaborative partnership was created by the leaders of both Synergy Academies and Local District 5, with the support of the LAUSD Board of Education via LAUSD’s Public School Choice process. The school currently serves 480 students in grades 6\textsuperscript{th} – 8\textsuperscript{th}.

**Whom the School is Attempting to Educate**

Synergy Kinetic Academy welcomes any student who applies to the School but targets students within the boundaries of nearby middle schools in its South Los Angeles neighborhood.

![Synergy Kinetic Academy’s Target Neighborhood (in and near 90011 Zip Code)](image)

**Demographics of the Southeast Los Angeles portion of South Los Angeles**

According to the 2000 Census data, the total population of the Southeast Los Angeles portion of South Los Angeles, where Synergy Kinetic Academy is located, was 254,796. The reported number of households was 59,975. The size of the average household was 4.22. The total number of families was 48,759 with an average family size of 4.56. The number of married heads of household was 26,598 (54.5%), single parent households headed by females was 16,579 (34%), and single parent households headed by males was 5,582 (11.4%). The median income for the area was $21,332 compared to $21,511 in South Los Angeles and $28,957 in West Adams-Baldwin Hills, the two adjoining neighborhoods that along with Southeast Los Angeles make up what is known as South Los Angeles. Of all households in the Southeast Los Angeles portion of the South Los Angeles area, 38.8% were below the federal poverty line. The race/ethnicity breakdown of Southeast Los Angeles is shown in the table below.
Table 1  The Race/Ethnicity Breakdown of Southeast Los Angeles

<table>
<thead>
<tr>
<th></th>
<th>Non-Hispanic</th>
<th>Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Population</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Population</td>
<td>254,976</td>
<td>184,995</td>
</tr>
<tr>
<td>Percentage of Total Population</td>
<td>72.55%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>African American</th>
<th>American Indian/Native Alaskan</th>
<th>Asian</th>
<th>Pacific Islander</th>
<th>Other Race</th>
<th>Multiple Race</th>
<th>All Races</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Population</td>
<td>2,503</td>
<td>64,251</td>
<td>385</td>
<td>1,080</td>
<td>104</td>
<td>359</td>
<td>1,296</td>
<td>184,995</td>
</tr>
</tbody>
</table>

Based on Census data, the unemployment rate in the area for those 16 years old and above is high: 16.3%. Using the population of those 24 years and older as a baseline for determining educational attainment, from a population of 121,082, 15,246 (12.59%) received no schooling, 27,977 (23.11%) received an elementary education, 8,328 (6.88%) received a middle school education, 30,293 (25.02%) attended high school, 20,528 (16.95%) received a high school diploma, 12,471 (10.30%) attended college, 3,109 (2.57%) received an AA degree, 2,687 (2.22%) received a BA/BS degree, 620 (0.51%) received a MA/MS degree, 447 (0.37%) received a professional degree, and 147 (0.12%) received a doctorate. In all areas, the population of the Southeast Los Angeles portion of South Los Angeles received less schooling and attained fewer degrees than their counterparts in South Los Angeles and the West Adams-Baldwin Hills neighborhood. A higher percentage of females attended college than males (11.3% vs. 9.2%), however, a slightly higher percentage of males received doctorates than females (0.1% vs. .05%). This is important to note, as the majority of single head of households are females.

Demographics of the Target 90011 Neighborhood

The demographics of Synergy Kinetic Academy’s target 90011 zip code (the Santee Education Complex and Jefferson High School neighborhoods) consists of a majority of the schools enrolling 99% Hispanic and African American students in grades K-12 according to LAUSD’s schools’ datasheets found on the LAUSD website. Additionally, the School’s target neighborhood has a high rate of low-income families with the majority of the schools consisting of 85-99% of the students qualifying for free or reduced price lunch based on LAUSD’s schools’ datasheets found on the LAUSD website.

According to a July 6, 2005 Los Angeles Times article about Synergy Kinetic Academy’s neighborhood’s Jefferson High School, “Jefferson’s students come from neighborhoods with some of the city's highest rates of crime, homelessness and teenage pregnancy. There are few jobs and even fewer recreation outlets… Among Los Angeles Unified's 49 high schools, Jefferson had the second highest number of major crimes in its attendance area — 94 homicides, more than 2,700 robberies, and about the same number of aggravated assaults from 2002 through mid-2004, according to a Times analysis of LAPD data for that period.”

Therefore, as demonstrated by the demographic and academic performance information in Table 2, Synergy Kinetic Academy has purposefully targeted one of the lowest performing
and most economically disadvantaged neighborhoods in the Los Angeles Unified School District.

**Educational Options**

Including Synergy Kinetic Academy, there are eight public middle schools in Synergy Kinetic’s neighborhood. Two of those schools are charter schools, two are LAUSD pilot schools, and four are traditional LAUSD schools. The following table provides the performance data for those schools.

<table>
<thead>
<tr>
<th>Table 2 Performance Data and Profiles for Neighborhood Middle Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CHARTER SCHOOLS</strong></td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Carver Middle School</td>
</tr>
<tr>
<td>Alamin Middle School</td>
</tr>
<tr>
<td>Los Angeles Academy</td>
</tr>
<tr>
<td>Christian Middle School</td>
</tr>
<tr>
<td>School of Arts &amp; Culture**</td>
</tr>
<tr>
<td>Boston &amp; Technology School**</td>
</tr>
<tr>
<td>Animo Jefferson Charter Middle School</td>
</tr>
<tr>
<td>Synergy Kinetic Academy</td>
</tr>
</tbody>
</table>

Source: California Department of Education DataQuest (http://dq.cde.ca.gov/dataquest/)

*schools that met AYP based on Safe Harbor; **schools that just opened in 2011-12

It is important to note that all of the schools that met their AYP growth targets did so via the alternative method of Safe Harbor. By the CDE definition, Safe Harbor means the school, LEA, or subgroup met the criteria for safe harbor, which is an alternate method of meeting the Annual Measurable Objective (AMO) if a school, an LEA, or a subgroup shows progress in moving students from scoring at the below proficient level to the proficient level.

For example, Animo Jefferson Charter Middle School met all its AYP targets by Safe Harbor, even though only 31.9% of its students were proficient or advanced in English Language Arts. It did not actually meet the AYP target of 78.4% proficient or advanced. In contrast, Synergy Kinetic Academy did not meet AYP, even though it performed higher than the school in the example above. Synergy Kinetic Academy had 54.9% of its students proficient or advanced in ELA. This was below the AYP target of 78.4%, but it was still 23% higher than Animo Jefferson Charter Middle School, which did meet AYP not by reaching the actual AYP target but via Safe Harbor instead.

**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. Synergy Kinetic 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 actually 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.

**Overall Program Goals**

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

- To teach a stimulating and academically rigorous 6th through 8th grade standards-based and researched based curriculum.
- 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 Kinetic 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 low-achieving students, will have equal access to all of Synergy Kinetic Academy’s programs because Synergy Kinetic Academy’s goal is to eliminate the achievement gap of educationally disadvantaged students. The reason Synergy Kinetic Academy will exist is to serve the needs of educationally disadvantaged students and to prove that these students can pursue the high standards set by No Child Left Behind (NCLB).

A Typical Day at Synergy Kinetic Academy

On a typical day at Synergy Kinetic Academy, visitors will see students eager to learn, on-task, and engaged in rigorous, standards-based instruction in a rich curriculum that teaches multiple subjects. 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 school.

The school gates open at 7:15 in the morning. Students say, “Good morning,” and shake hands with the school staff supervising the yard.

The school day begins with morning assembly at 7:50 a.m. Students line up according to homeroom classes and an administrator addresses the entire student body to set a positive tone for the day. Celebrations and acknowledgements of students’ and staff accomplishments are shared. Students are then dismissed into the building and proceed to their homeroom classes. At 8:00 a.m., via the school’s public address system, a student volunteer recites the Pledge of Allegiance, The Learner’s Creed (by Ernestine Mitchell), and The Synergy Creed (by Randy Palisoc) for all to hear. Students stand and participate in the recitations.

The Learner’s Creed
I believe in myself and in 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 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.

Use of Instructional Time

Synergy Kinetic Academy plans to operate on a single-track, modified traditional calendar of 180 days of instruction (or at least the minimum number of required days of instruction in the state of California). Currently, classes begin at 10:00 a.m. and end at 3:15 p.m. on Mondays while classes begin at 8:00 a.m. and end at 3:15 p.m. on Tuesdays through Fridays. School currently starts late on Mondays for all grades so that staff meetings and professional development activities can be held. Early release days are currently used to conduct parent conferences and the last day of school is a minimum day. The Charter School will offer at least the minimum number of instructional minutes for all grade levels as prescribed by Education Code §47612.5. All classes are currently part of the regular instructional day, including English Language Arts, Mathematics, Science, History-Social Science, and Physical Education, and all core subjects will be taught by a highly-qualified teacher as defined by No Child Left Behind. Under the Daily Schedule section below are sample daily schedules.

Academic Calendar
The following is a sample academic calendar for the 2012-13 school year.

<table>
<thead>
<tr>
<th>Instructional Days</th>
<th># of Days</th>
<th>Type of Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 13, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>August 14-17, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>August 20, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>August 21-24, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>August 27, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>August 28-31, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>September 4-7, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>September 10, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>September 11-14, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>September 17, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>September 18-21, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>September 24, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>September 25-28, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>October 1, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>October 2-5, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>October 8, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>October 9-12, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>October 15, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>October 16-19, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>October 22, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>October 23-26, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>October 29-November 1, 2012</td>
<td>4</td>
<td>Early Release</td>
</tr>
<tr>
<td>Date Range</td>
<td>Days</td>
<td>Type</td>
</tr>
<tr>
<td>----------------------------</td>
<td>------</td>
<td>---------------</td>
</tr>
<tr>
<td>November 5, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>November 6-9, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>November 13-16, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>November 19, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>November 20, 2012</td>
<td>1</td>
<td>Regular</td>
</tr>
<tr>
<td>November 26, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>November 27-30, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>December 3, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>December 4-7, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>December 10, 2012</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>December 11-14, 2012</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>January 7, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>January 8-11, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>January 14, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>January 15-18, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>January 22-25, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>January 28, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>January 29-February 1, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>February 4, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>February 5-8, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>February 11, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>February 12-15, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>February 19-22, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>February 25, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>February 26-March 1, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>March 4, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>March 5-8, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>March 11, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>March 12-15, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>March 18, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>March 19-22, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>April 8-11, 2013</td>
<td>4</td>
<td>Early Release</td>
</tr>
<tr>
<td>April 15, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>April 16-19, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>April 22, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>April 23-26, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>April 29, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>April 30-May 3, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>May 6, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>May 7-10, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>May 13, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>May 14-17, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>May 20, 2013</td>
<td>1</td>
<td>Late Start</td>
</tr>
<tr>
<td>May 21-24, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
<tr>
<td>May 28-31, 2013</td>
<td>4</td>
<td>Regular</td>
</tr>
</tbody>
</table>
June 3, 2013 | 1 | Late Start
June 4-5, 2013 | 2 | Regular
June 6, 2013 | 1 | Minimum Day

| Total # of Regular Days | 139 |
| Total # of Late Start Days | 31 |
| Total # of Early Release Days | 8 |
| Total # of Minimum Days | 1 |
| Total # of Instructional Days | 179 |

**Daily Schedule**

Our daily schedules are as follows. Mondays are “Late Start” days to accommodate professional development meetings. The instructional day on Mondays begins at 10:00 a.m. and ends at 3:15 p.m. Classes are 40 minutes in duration.

**Sample Late Start Monday Schedule**

<table>
<thead>
<tr>
<th>Class/Subject</th>
<th>Period</th>
<th>Time In</th>
<th>Time out</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td></td>
<td>10:00</td>
<td>10:12</td>
<td>12</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td>10:16</td>
<td>10:56</td>
<td>40</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>11:00</td>
<td>11:40</td>
<td>40</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Lunch (35 min)</td>
<td>3</td>
<td>12:23</td>
<td>1:03</td>
<td>40</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>1:07</td>
<td>1:47</td>
<td>40</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
<td>1:51</td>
<td>2:31</td>
<td>40</td>
</tr>
<tr>
<td>科学 Period</td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
<td>2:35</td>
<td>3:15</td>
<td>40</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes** 280
For the remainder of the week, the instructional day begins at 8:00 a.m. and ends at 3:15 p.m. Classes are 50 minutes in duration.

**Sample Tuesday – Friday Regular Day Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Period</th>
<th>Time In</th>
<th>Time out</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>8:00</td>
<td>8:25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Intervention Block</td>
<td>8:29</td>
<td>9:09</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Break (7 min)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>1</td>
<td>9:16</td>
<td>10:06</td>
<td>50</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>2</td>
<td>10:10</td>
<td>11:00</td>
<td>50</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Lunch (35 min)</td>
<td>11:04</td>
<td>11:39</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>3</td>
<td>11:43</td>
<td>12:33</td>
<td>50</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>4</td>
<td>12:37</td>
<td>1:27</td>
<td>50</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Elective</td>
<td>5</td>
<td>1:31</td>
<td>2:21</td>
<td>50</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
<td>2:25</td>
<td>3:15</td>
<td>50</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes**: 393

The Early Release Day Schedule is currently implemented during the weeks of parent conferences.

**Sample Early Release Day Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Period</th>
<th>Time In</th>
<th>Time out</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>8:00</td>
<td>8:20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>1</td>
<td>8:24</td>
<td>9:04</td>
<td>40</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>2</td>
<td>9:08</td>
<td>9:48</td>
<td>40</td>
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<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
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</tr>
<tr>
<td>English</td>
<td>3</td>
<td>9:52</td>
<td>10:32</td>
<td>40</td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Lunch (30 min)</td>
<td>10:36</td>
<td>11:06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Passing Period</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Class</td>
<td>Period</td>
<td>Time In</td>
<td>Time Out</td>
<td>Instructional Minutes</td>
</tr>
<tr>
<td>------------------</td>
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<td>-----------------------</td>
</tr>
<tr>
<td>Homeroom</td>
<td>8:00</td>
<td>8:25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Passing Period</td>
<td>1</td>
<td>8:30</td>
<td>9:00</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>9:05</td>
<td>9:35</td>
<td>30</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>9:40</td>
<td>10:10</td>
<td>30</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>10:15</td>
<td>10:45</td>
<td>30</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
<td>10:50</td>
<td>11:20</td>
<td>30</td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
<td>11:25</td>
<td>12:00</td>
<td>35</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes** 285

The Minimum Day Schedule is currently only implemented on the last day of school.

**Sample Minimum Day Schedule**

<table>
<thead>
<tr>
<th>Class</th>
<th>Period</th>
<th>Time In</th>
<th>Time Out</th>
<th>Instructional Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>8:00</td>
<td>8:25</td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>Passing Period</td>
<td>1</td>
<td>8:30</td>
<td>9:00</td>
<td>30</td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td>9:05</td>
<td>9:35</td>
<td>30</td>
</tr>
<tr>
<td>Math</td>
<td>3</td>
<td>9:40</td>
<td>10:10</td>
<td>30</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>10:15</td>
<td>10:45</td>
<td>30</td>
</tr>
<tr>
<td>Physical Education</td>
<td>5</td>
<td>10:50</td>
<td>11:20</td>
<td>30</td>
</tr>
<tr>
<td>Elective</td>
<td>6</td>
<td>11:25</td>
<td>12:00</td>
<td>35</td>
</tr>
</tbody>
</table>

**Total Instructional Minutes** 240

**Homeroom**

The instructional day begins with Homeroom. The Homeroom focus varies by grade level and day of the week:

**6th & 7th Grades Sample Homeroom Activities/Lessons**

- Monday – Current Events
- Tuesday – Scholar Lesson
- Wednesday – Work Habits and Organizational Skills
- Thursday – Work Habits and Organizational Skills
- Friday – College and Career Awareness

**8th Grade Sample Homeroom Activities/Lessons**

- Monday – Current Events
- Tuesday – Scholar Lesson
- Wednesday – Career Choices Curriculum
- Thursday – Career Choices Curriculum
- Friday – College and Career Awareness
Intervention/Enrichment Block

Homeroom is currently followed by a 40-minute intervention/enrichment block, four days per week. During the first quarter of the school year, all students receive direct instruction in foundational phonics, syllabication, phrasing, and math skills during this time. As the year progresses, depending upon the results of on-going assessments, students will be regrouped for re-teaching of basic skills or enrichment activities to extend their learning.

After Homeroom, students proceed to their first through sixth period classes. Below are sample schedules for each grade level.

Sample Regular Day Schedule for Sally Synergy
Grade 6

<table>
<thead>
<tr>
<th>Time In</th>
<th>Time Out</th>
<th>Period</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>8:25 AM</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:29 AM</td>
<td>9:09 AM</td>
<td>Intervention Block</td>
<td>Intervention Block</td>
</tr>
<tr>
<td>9:16 AM</td>
<td>10:06 AM</td>
<td>1</td>
<td>Math</td>
</tr>
<tr>
<td>10:10 AM</td>
<td>11:00 AM</td>
<td>2</td>
<td>English</td>
</tr>
<tr>
<td>11:04 AM</td>
<td>11:39 PM</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>11:43 AM</td>
<td>12:33 PM</td>
<td>3</td>
<td>History</td>
</tr>
<tr>
<td>12:37 PM</td>
<td>1:27 PM</td>
<td>4</td>
<td>Physical Education</td>
</tr>
<tr>
<td>1:31 PM</td>
<td>2:21 PM</td>
<td>5</td>
<td>Lab</td>
</tr>
<tr>
<td>2:25 PM</td>
<td>3:15 PM</td>
<td>6</td>
<td>Science</td>
</tr>
</tbody>
</table>

In order to ease the transition from elementary school to middle school, sixth grade students are assigned the same teacher for Math and Science, and for English and History. This adjustment reduces the number of sixth graders’ core subject teachers from four to two, more closely resembling their elementary school experience, while at the same time exposing them to a typical middle school schedule.

Sample Schedule for Sammy Synergy
Grade 7

<table>
<thead>
<tr>
<th>Time In</th>
<th>Time Out</th>
<th>Period</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>8:25 AM</td>
<td>Homeroom</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:29 AM</td>
<td>9:09 AM</td>
<td>Intervention Block</td>
<td>Intervention Block</td>
</tr>
<tr>
<td>9:16 AM</td>
<td>10:06 AM</td>
<td>1</td>
<td>Lab</td>
</tr>
<tr>
<td>10:10 AM</td>
<td>11:00 AM</td>
<td>2</td>
<td>Physical Education</td>
</tr>
<tr>
<td>11:04 AM</td>
<td>11:39 PM</td>
<td>LUNCH</td>
<td></td>
</tr>
<tr>
<td>11:43 AM</td>
<td>12:33 PM</td>
<td>3</td>
<td>Science</td>
</tr>
<tr>
<td>12:37 PM</td>
<td>1:27 PM</td>
<td>4</td>
<td>English</td>
</tr>
<tr>
<td>1:31 PM</td>
<td>2:21 PM</td>
<td>5</td>
<td>History</td>
</tr>
<tr>
<td>2:25 PM</td>
<td>3:15 PM</td>
<td>6</td>
<td>Math</td>
</tr>
</tbody>
</table>

Sample Schedule for Katie Kinetic
Grade 8

<table>
<thead>
<tr>
<th>Time In</th>
<th>Time Out</th>
<th>Period</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM</td>
<td>8:25 AM</td>
<td>1</td>
<td>Homeroom</td>
</tr>
<tr>
<td>8:29 AM</td>
<td>9:09 AM</td>
<td>2</td>
<td>Intervention Block</td>
</tr>
<tr>
<td>9:16 AM</td>
<td>10:06 AM</td>
<td>3</td>
<td>Physical Education</td>
</tr>
<tr>
<td>10:10 AM</td>
<td>11:00 AM</td>
<td>4</td>
<td>Science</td>
</tr>
<tr>
<td>11:04 AM</td>
<td>11:39 PM</td>
<td>5</td>
<td>LUNCH</td>
</tr>
<tr>
<td>11:43 AM</td>
<td>12:33 PM</td>
<td>6</td>
<td>English</td>
</tr>
<tr>
<td>12:37 PM</td>
<td>1:27 PM</td>
<td>7</td>
<td>Lab</td>
</tr>
<tr>
<td>1:31 PM</td>
<td>2:21 PM</td>
<td>8</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>2:25 PM</td>
<td>3:15 PM</td>
<td>9</td>
<td>History</td>
</tr>
</tbody>
</table>

Synergy Kinetic Academy firmly believes that becoming proficient readers of grade-level text is the most important outcome for middle school students in order to prepare them for college-preparatory high school classes. Teachers deliver direct instruction of a rigorous language arts curriculum, which includes guided and independent practice. When appropriate, students also have the opportunity to work collaboratively with their peers.

Math instruction is also an important part of the school day. Again, a rigorous, standards-aligned curriculum is delivered using multiple teaching strategies. Math instruction includes the use of a textbook as well as the use of math manipulatives that provide an opportunity for hands-on learning.

All students participate in physical education five days per week.

During daily Lab, students use Reading Counts, a program where students read books at their independent reading level and take computer-based quizzes that check for comprehension on the books they have read. Students also use a computer-based program called ReadAbout that strengthens students’ ability to read and comprehend non-fiction text. Additionally, during Lab, students receive individualized extra support with their basic math skills via the ST Math and FASTT Math computer programs.

Overall, on a typical day, visitors will see that Synergy Kinetic 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.

**Instructional Framework**

Synergy Kinetic Academy will teach a complete, standards-based curriculum that promotes two foundational instructional approaches:

1. Power Over Words and
2. Power Over Numbers.
These approaches will 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 Kinetic Academy 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**

### Synergy’s Mission, Foundational Approaches, and Key Strategies

<table>
<thead>
<tr>
<th>ONE Mission</th>
<th>To Eliminate the Achievement Gap</th>
</tr>
</thead>
<tbody>
<tr>
<td>TWO Foundational Approaches</td>
<td>Power Over Words</td>
</tr>
<tr>
<td>FOUR Key Strategies</td>
<td>Focus on Fluency</td>
</tr>
</tbody>
</table>

Figure 2  Synergy Academies’ Mission, Foundational Approaches, and Key Strategies

Synergy Kinetic Academy will use four key strategies to teach a stimulating and academically rigorous 6th through 8th grade standards-based curriculum:

1. **Focus on Fluency** – 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.

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. 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 curriculum to students’ prior knowledge (schemas) in order to make the content standards more accessible.

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 Kinetic Academy’s instructional methodology and philosophy will bring together the best of different pedagogies. Synergy Kinetic Academy believes in setting high expectations for all students and in using multiple teaching strategies and scaffolded 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 Kinetic Academy’s stimulating and academically rigorous educational program.

Synergy Kinetic Academy’s reading program addresses the elements of effective reading programs as outlined by 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 Kinetic 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 the Center for the Improvement of Early Reading Achievement (CIERA) in the publication, Put Reading First.

As a natural extension of the Reading First initiative, Synergy Kinetic 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.

<table>
<thead>
<tr>
<th>Reading First</th>
<th>Reading Next</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Phonemic awareness</td>
<td>1. Direct, explicit comprehension instruction</td>
</tr>
<tr>
<td>2. Phonics</td>
<td>2. Effective instructional principles embedded in content</td>
</tr>
<tr>
<td>3. Fluency</td>
<td>3. Motivation and self-directed learning</td>
</tr>
<tr>
<td>4. Vocabulary</td>
<td>4. Text-based collaborative learning</td>
</tr>
<tr>
<td>5. Comprehension strategies</td>
<td>5. Strategic tutoring</td>
</tr>
<tr>
<td></td>
<td>6. Diverse text</td>
</tr>
<tr>
<td></td>
<td>7. Intensive writing</td>
</tr>
<tr>
<td></td>
<td>8. A technology component</td>
</tr>
<tr>
<td></td>
<td>9. Ongoing formative assessment of students</td>
</tr>
<tr>
<td></td>
<td>10. Extended time for literacy</td>
</tr>
<tr>
<td></td>
<td>11. Professional development</td>
</tr>
<tr>
<td></td>
<td>12. Ongoing summative assessment of students and programs</td>
</tr>
<tr>
<td></td>
<td>13. Teacher teams</td>
</tr>
<tr>
<td></td>
<td>14. Leadership</td>
</tr>
<tr>
<td></td>
<td>15. A comprehensive and coordinated literacy program</td>
</tr>
</tbody>
</table>

Others in the research base for Synergy Kinetic Academy’s instructional methodology and educational program include Jeanne S. Chall (direct instruction), Howard Gardner (Multiple Intelligences), Jean Piaget (concrete understanding and abstract reasoning), and John Dewey (Learning by Doing).

Evidence That the Instructional Program is Successful With the School’s Targeted Student Population

In addition to the previously described research that supports Synergy’s instructional methodologies, Synergy also has real-life evidence of the success of its instructional program with educationally disadvantaged students. In 2012, Synergy Kinetic Academy’s API score
stands at 805, making it the highest-performing fully-implemented 6th – 8th grade school in its South Los Angeles neighborhood for the past four years (2009, 2010, 2011, and 2012). Synergy expanded its enrollment in 2011-12 to 480 students. Even with this expansion, Synergy was still the highest performing 6th-8th grade middle school in the 90011 zip code according to state testing.

**Curriculum and Its Alignment to State Standards**

Synergy Kinetic Academy teaches an academically rigorous and college-preparatory sixth through eighth grade curriculum that is aligned to state standards. Synergy Kinetic Academy has selected curricula on the basis of the programs’ ability to help students meet or exceed state standards. Additionally, the materials and programs will be evaluated periodically and may be changed or augmented as deemed necessary.

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

- **Reading/Language Arts Content Standards** for California Public Schools
- **Mathematics Content Standards** for California Public Schools
- **History-Social Science Content Standards** for California Public Schools
- **Science Content Standards** for California Public Schools
- **Physical Education Model Content Standards**

Synergy’s key strategies such as Focus on Academic Language are also aligned to the Common Core State Standards, which focus on a smaller number of standards in more depth.

**Common Core Implementation Plan**

Synergy Kinetic is in the process of transitioning from the California State Standards to the Common Core State Standards over the next two years. This transition includes the following themes, which has some overlap from year to year:

1) Research
2) Communicate
3) Train
4) Implement
5) Assess
Below is Synergy Kinetic’s Common Core Implementation Timeline:

**2012-13**
- **Year 1: Research, Communicate, Train**
  - Research Common Core Standards
  - Educate and Prepare Stakeholders
  - Train Administrators in Common Core Standards

**2013-14**
- **Year 2: Train and Implement**
  - Train Teachers in Common Core Standards
  - Teachers align daily lessons to Common Core Standards
  - Finalize instructional materials for full implementation to begin in 2014-15

**2014-15**
- **Year 3: Implement and Assess**
  - Implement Common Core Standards in Daily Lessons
  - Administer Smarter Balanced Assessments

**2015-16**
- **Year 4: Assess and Start Cycle Over Again, if needed**
  - Conduct On-Going Evaluation
  - Provide Support
  - Research best practices
Synergy Kinetic Academy uses the Literature and Language Arts, Mastering the CA Standards curriculum published by Holt, Rinehart & Winston for its core English/Language Arts program. This curriculum was selected based on its recommendation by secondary literacy experts that Synergy Kinetic Academy has consulted. The curriculum is state-adopted, aligned to California state standards, and is selected because it is known to have the best combination of both literary and informational text as well as writing support. According to Holt, Rinehart & Winston, the Literature and Language Arts, Mastering the CA standards curriculum is “the only program designed from the ground up for California.” This curriculum matches Synergy Kinetic Academy’s eclectic instructional methodologies since each chapter provides direct instruction on the standards, sustained practice (Touch Time) and reinforcement of the standards, and assessments aligned with the standards (data-driven instructional practices). Additionally, this program provides an Internet site for California students to obtain standards-based resources for each chapter as well as interactive, self-scoring versions of key exercises in the Holt Handbook.

In order to meet the diverse needs of its students, Synergy Kinetic Academy teaches the core subjects of English Language Arts, Mathematics, Science, and History every day. By teaching the core subjects every day, students are able to retain information better and teachers can build upon previously taught concepts without having to spend as much time on reminding students about the previously taught lessons.

The various English Language Arts materials were 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, content standards are not altered for English Learners (ELs) because doing so would deny them the opportunity to achieve them. Instead, support is given to them so that they may meet the standards. To this end, teachers incorporate components of the SIOP (Sheltered Instruction Observation Protocol) model of instruction, which provides ELs comprehensible access to content concepts, while at the same time supporting their development of academic English. Also, reading, writing, listening, and speaking is incorporated throughout the content areas, in the context of a rich, substantive core curriculum.

Following is an overview of the categories that the English Language Arts standards fall under for sixth through eighth grade.
**Reading**
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development
2.0 Reading Comprehension
3.0 Literary Response and Analysis

**Writing**
1.0 Writing Strategies
2.0 Writing Applications (Genres and Their Characteristics)

**Written and Oral Language Conventions**
1.0 Written and Oral Language Conventions

**Listening and Speaking**
1.0 Listening and Speaking Strategies
2.0 Speaking Applications

Another component of Synergy Kinetic Academy’s English Language Arts curriculum will be the use of Scholastic’s Reading Counts and ReadAbout programs which is implemented during the Lab period. In Reading Counts, students read books at their independent reading level and then take computer based quizzes to test their comprehension of the book they have read. The program holds students accountable for their independent reading and gives students the opportunity to practice the reading skills that they have learned during the school year. In the ReadAbout program, students practice reading non-fiction texts that cover a variety of science and history-social science topics.

Overall, Synergy Kinetic Academy’s balanced literacy program taps into different students’ interests and learning modalities by providing them with experiences with rigorous textbook reading and independent reading of entire fiction novels.
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 college. Synergy Kinetic Academy uses McDougal Littell’s California Math: California Math Course 1 and California Math Course 2 series. The content of California Math Course 1 and 2 is organized around the California sixth and seventh grade math content standards. In addition to the textbook, Synergy implements lessons created by Synergy’s Chief Achievement Officer Randy Palisoc.

It is the goal of Synergy Kinetic Academy that all students be ready to enter Algebra in grade 8. Therefore, teachers provide math instruction every day in all grades.

When students begin an abstract course such as Algebra, practice is important for mastery. Therefore, Synergy Kinetic Academy uses Algebra: Structure and Method, Book 1, which provides students with comprehensive content coverage, significant opportunities to practice the concepts they have learned, and varied real-life applications. While not as colorful as the California Math Course Series, Algebra: Structure and Method, Book 1 begins with the idea of teaching students how to read their Algebra book and gives them a good overview of the parts they will find.

As described in the Mathematics Content Standards for California Public Schools, the goals of Synergy Kinetic Academy’s mathematics program are for students to:

- Develop fluency in basic computational skills
- Develop an understanding of mathematical concepts
- Become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms
- Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses
- Make connections among mathematical ideas and between mathematics and other disciplines

While Synergy Kinetic Academy promotes algebraic thinking and notation in all grades, this does not mean that students will only learn the algebra and functions strand. On the contrary, mathematics instruction in grades six and seven will include all of the following strands:
According to the California Department of Education (CDE), starting in the eighth grade, the math standards are not organized in strands because “the mathematics studied in grades eight through twelve fall naturally under discipline headings: algebra, geometry, and so forth.” Therefore, Synergy Kinetic Academy will follow the CDE’s recommendations where “by grade eight, students’ mathematical sensitivity should be sharpened. Students need to start perceiving logical subtleties and appreciate the need for sound mathematical arguments before making conclusions. As students progress in the study of mathematics, they learn to distinguish between inductive and deductive reasoning; understand the meaning of logical implication; test general assertions; realize that one counterexample is enough to show that a general assertion is false; understand conceptually that although a general assertion is true in a few cases, it is not true in all cases; distinguish between something being proven and a mere plausibility argument; and identify logical errors in chains of reasoning.”

Additionally, one of the goals of mathematics education listed in the Mathematics Content Standards for California Public Schools states that students will:

**Communicate** precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms.

In order for one to communicate, one needs to have a language. Since algebra is the language of mathematics, Synergy Kinetic Academy strongly believes in promoting algebraic thinking and notation even in the early middle school years.

Synergy Kinetic Academy believes that some textbooks do not go far enough and do not take advantage of using true algebraic thinking and notation to help students understand 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 young students can and should be taught to reason algebraically. Children 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 even very young students to think algebraically?” By developing algebraic reasoning (something that some consider too difficult for young children), Synergy Kinetic Academy will paradoxically make it easier for students to understand mathematics in general. What matters is that students start to think algebraically and can use basic algebraic notation. Synergy Kinetic Academy will use its third key strategy – Building Schemas – to nurture early 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 children’s 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. Understanding algebra solves this dilemma, as algebra is all about numerical relationships.

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. When students are using typical math books, they may encounter a word problem such as:

Sarah and Nancy have twelve dollars. Nancy has eight dollars. How much money does Sarah have?

Many textbooks expect students to **intuitively** know that “twelve minus eight” will give you the correct answer of four dollars. However, even though thinking about this problem algebraically does **not** come intuitively for many students, textbooks often do not explicitly teach students **how or why** to think this way. By building schemas, on the other hand, it **explicitly** teaches students how and why to think algebraically.

A student without the ability to reason algebraically about the above problem may resort to guessing strategies and may use “twelve **plus** eight” to arrive at an answer, which would be incorrect and would show that the student does not even realize that a simple yet powerful relationship exists in the problem. When students cannot think algebraically and resort to wild guesses, they don’t have an avenue for true understanding, which leads to frustration and a dislike of mathematics.

By learning the language of algebra, knowing how to go about solving the problem becomes clear and explicit instead of being left a mystery that students are expected to intuitively figure out. By teaching what some consider a difficult subject (algebra), we have given students a powerful scheme for thinking about mathematics (as Levi and Carpenter explained) and have paradoxically made it **easier** for students to understand mathematics.

In addition to traditional textbooks and paper-and-pencil activities, students engage in hands-on activities when appropriate by using manipulatives such as fraction circles and bars. These hands-on activities are important as they provide students Touch Time with concrete, hands-on experiences that facilitate understanding of abstract concepts and they are appropriate for tactile learners (Howard Gardner’s Multiple Intelligences).
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. Therefore, Synergy Kinetic Academy provides all of its students science classes every day.

The goal of the science curriculum is to provide essential skills and knowledge necessary for students to become scientifically literate citizens, as described in the Science Content Standards for California Public Schools. Following is an overview of the strands that the standards fall under for sixth through eighth grades:

- Grade Six: Focus on Earth Science
- Grade Seven: Focus on Life Science
- Grade Eight: Focus on Physical Science
- Investigation and Experimentation will be integrated with the science lessons in all grades
- Microcomputer based lab instruction will be integrated into labs where appropriate

Projects, experiments, and supporting texts will help students conduct inquiry-based investigations to learn standards-based science content. Inquiry and project-based learning lends itself to problem solving. Additionally, students are expected to practice and apply new skills and concepts to real life situations.

Students will engage in hands-on, research-based activities through the use of FOSS (Full Option Science System) Kits developed by the University of California, Berkeley. The kits provide hands-on learning and experimentation that is scaffolded and builds upon what was learned in previous lessons. Each kit also makes use of the Investigation and Experimentation strand.

The lessons start off by building a solid foundation with simple experiments and exercises that provide hands-on opportunities for inquiry-based research on different science themes. The FOSS kits end with a culminating task, which allows the students to integrate and apply the different skills and knowledge they have learned. Throughout the lessons, the students are also engaged in language arts and math because they read and write about what they are learning, and many experiments afford the opportunity to apply measurement skills and other basic mathematical skills.

The middle school FOSS kit modules currently include:
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

Synergy Kinetic Academy uses the state-adopted Pearson Prentice Hall science textbook series, California Science Explore, to complement the hands-on learning that is taking place in the science lab. Students gain greater comprehension when they read from their science textbooks and gain prior knowledge of and hands-on experience with the concepts. Furthermore, maximizing Touch Time with scientific concepts helps to build a solid foundation of prior knowledge and allows students to draw connections between different concepts.
Synergy Kinetic Academy uses the California adopted History Alive! program published by Teachers Curriculum Institute (TCI). Sixth grade students study The Ancient World, seventh grade students study The Medieval World and Beyond, and eighth grade students study The United States Through Industrialism. The History Alive! program is an excellent hands-on curriculum that provides a rigorous curriculum in an engaging format that taps into students’ different learning modalities. The goal of the history-social science curriculum is for students to acquire core knowledge in history and social science and to develop critical thinking skills to study the past and its relationship to the present.

The history-social science content standards for each grade level fall under the following themes:

- Grade 6 – World History and Geography: Ancient Civilizations
- Grade 7 – World History and Geography: Medieval and Early Modern Times
- Grade 8 – United States History and Geography: Growth and Conflict

In addition to learning the history-social science content standards for grades six through eight, students will demonstrate the following intellectual reasoning, reflection, and research skills:

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

Once again, Synergy Kinetic Academy applies the key strategies of Touch Time and a Connected Curriculum. For example, in History-Social Science, students do not just hear and read about various topics such as the rise and decline of ancient civilizations, but teachers also bring realia into the classroom, including examples of clothing and tools that were used to meet basic needs. Students also participate in field trips and experience the history-social science concepts they are learning about. For example, when sixth grade students learn about ancient Egypt or Rome, they may also have the opportunity to participate in the Los Angeles County Museum of Art’s Ancient World Mobile, where they can observe first-hand many artifacts from the ancient civilizations described in their textbook. These types of experiences provide students with an opportunity for learning both inside and outside of the classroom.
Synergy Kinetic Academy follows the Physical Education Model Content Standards as described by the California Department of Education. An overview of the standards for sixth through eighth grade is presented below:

- **Standard 1:** Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.
- **Standard 2:** Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.
- **Standard 3:** Students assess and maintain a level of physical fitness to improve health and performance.
- **Standard 4:** Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.
- **Standard 5:** Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Synergy Kinetic Academy’s physical education program includes skill instruction that prepares students for participation in team sports. Skills instruction and team sports infuse in students a sense of discipline, respect for authority, teamwork, self-esteem, and fair play. Skills and team sports also help students to practice following directions to learn different activities. They also involve developing motor skills and physical fitness as well as increasing recreational interest.

Additionally, students develop motor skills by actively engaging in activities that are taught systematically and explicitly, such as throwing, catching, and rolling balls. Other transferable skills such as running, jumping, kicking, and ball control will be taught since these basic transferable skills are essential for participation in many sports. These skills prepare students for major instructional units, including flag football, soccer, basketball, and/or kickball. Students also apply their listening skills as they follow instructions.
Serving Diverse Students’ Needs

Serving English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to 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 requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Charter School will adopt and implement its own Master Plan for English Learners.

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).

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 enrollment and at least annually thereafter between July 1 and October 31st 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 No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

The Charter School will follow LAUSD’s policy for reclassification. Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.

- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery in English Language Arts.

- Parental opinion and consultation, achieved through notice to parents or guardians of the

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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 and who have not been either initially classified as fluent English proficient or reclassified as fluent English proficient will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
language reclassification and placement including a description of the reclassification process and the parents’ opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.

- Comparison of the pupil’s performance in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English. The Charter School will use the state standardized tests to determine whether students obtained Basic or above in English Language Arts.

Strategies for English Learner Instruction and Intervention

See the Analysis of Numerically Significant Subgroups section above for the School’s strategies for EL instruction and intervention.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of availability of adequate resources.

* LAUSD Specific Language: English Learner Instruction

Synergy Kinetic Academy is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) 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), Synergy Kinetic Academy shall submit a certification to the District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Synergy Kinetic Academy chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
• How the program for ELs is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

Synergy Kinetic Academy shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

Synergy Kinetic Academy shall administer the CELDT annually. Synergy Kinetic Academy shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

**Serving Socioeconomically Disadvantaged Students**

Synergy’s main mission is to empower socioeconomically disadvantaged students and therefore, its instructional methodology and program were carefully created and chosen with this population in mind. As soon as Synergy Kinetic opened its doors in 2008, it has shown that its instructional program is meeting the needs of socioeconomically disadvantaged students. Specifically, within its first year of operation, Synergy obtained a schoolwide API of 791, making it the highest performing middle school and the only school to surpass a 700 API in its South Los Angeles zip code. Even Synergy Kinetic’s socioeconomically disadvantaged students exceeded a 700 API that year by obtaining a 779 API. One year later, Synergy Kinetic’s API increased to 802, making Synergy Kinetic the only middle school in its neighborhood at that time to surpass the state’s coveted 800 mark on the API. Synergy Kinetic’s socioeconomically disadvantaged students also obtained an 802 API in the school’s second year of operation. In 2011-12, 89% of Synergy Kinetic students qualified for free and reduced price lunch. The 2012 API for this subgroup was 806, higher than the school’s overall API score of 805. Therefore, Synergy Kinetic is proving that socioeconomically disadvantaged students can compete academically. Some of the instructional services, supports, and approaches that the Charter School has provided to this population include implementing an intervention/enrichment block during the regular school day to help groups of students with specific skills that they may be struggling with as well as providing after school intervention and summer school. Synergy also leverages the use of technology by providing its students with the opportunity to engage in reading and math software programs that respond to the students’ individual needs. The data in this paragraph was obtained from the CDE’s DataQuest.

**Serving Academically High-Achieving Students**

Some students enter the school better prepared, are academically achieving at a higher rate than the majority, or may demonstrate special attributes in intellectual, creative, or leadership ability. Administrators and staff will identify these students utilizing the following measures: CST results, standards based report cards, other areas, such as, art portfolios, music, leadership and athletic talents, teacher observation and checklists and parent input when needed. Since Synergy Kinetic 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’s innovative, yet research-based approach is already academically demanding. One way Synergy meets these students needs is through leveraging the use of
technology by providing its students with the opportunity to engage in reading and math software programs that respond to the students’ individual needs, so that students who perform higher or faster than other students will not be held back by the rest of the class since they can move forward with higher-level lessons. Additionally, one of Synergy’s key strategies is to imbue students with academic language in order to help students gain confidence on academically demanding tasks. This strategy works well with both academically gifted students and the general student population.

**Serving Academically Low-Achieving Students**

Synergy’s ongoing assessments, including the Scholastic Reading Inventory and the Scholastic Math Inventory, help to identify students who are performing below grade level. The Pre-Referral Intervention Manual (PRIM) by Stephen B. McCarney is available to assist teachers in developing a comprehensive plan of pre-referral intervention strategies for students who are at-risk of not meeting grade-level standards. Students simply needing additional assistance in particular subjects or skill areas may obtain additional help from peers, staff, and/or tutors. Students can request for help at any time, parents can request help for their child at any time, and the Charter School’s staff is also trained to use data to determine which students need additional help and then to provide those students with additional help. A Student Success Team (SST) meeting is conducted with a student’s parent/guardian and school personnel if a student is still not achieving grade-level standards. The purpose of holding an SST meeting is to ensure that all students get the support they need to succeed in school. When additional interventions are needed, the staff is proactive in coordinating appropriate support services such as after school intervention programs and/or summer school. The school will monitor the progress of these students using quarterly assessments, benchmark assessments, and chapter and unit assessments.

**Meeting the Needs of Other Special Populations**

Schools such as Synergy Kinetic Academy that are located in Los Angeles have the unique opportunity to educate a diverse student population with diverse needs. Therefore, Synergy Kinetic Academy teaches its staff to be sensitive to students’ diverse and unique needs and differences and to use appropriate teaching strategies to meet different students’ needs. In addition to the different strategies previously described above regarding meeting the needs of specific student populations such as English Learners, Socioeconomically Disadvantaged Students, Academically High-Achieving Students, and Academically Low-Achieving Students, the School also promotes culturally responsive teaching and a culturally responsive school environment by utilizing a variety of instructional materials from diverse backgrounds. Additionally, the School’s leaders and founders have been trained on how to meet the needs of Standard English Learners via the Academic English Mastery Program (AEMP). The School also teaches its staff and students to be sensitive to not only cultural and ethnic differences, but also to gender, ability, and socioeconomic differences. Furthermore, the School creates a safe and supportive school environment by having clear expectations of students’ behaviors and teaching students explicit pro-social behaviors.
Special Education Program

* LAUSD Specific Language: Special Education Program
All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. 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 Los Angeles Unified School District (“LAUSD” or “District”) Governing Board 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.

* LAUSD Specific Language: SELPA Reorganization
The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 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 will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall 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 have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a 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.

* LAUSD Specific Language: Compliance with Child Find Activities for Conversion Schools
District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter 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 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”).

* LAUSD Specific Language: Modified Consent Decree Requirements
All charter schools chartered by 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 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 Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (―SIS‖) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

2. **Paper SESAC Report and Welligent Student Listing Verification**, due monthly throughout the school year.
3. **CBEDS**, which is due at the end of October of Each School Year.
4. **All Students Enrolled December 1 of Each School Year**, due at the end of December every school year.
5. **Graduation Status of 12th Grade Students Enrolled on December 1**, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

* LAUSD PSC-Specific Language:
Synergy Kinetic Academy assures that awarded PSC school will abide by the conditions and requirement of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education program using the LAUSD Special Education Policies and
Procedures Manual, and the annual completion and submission of the School Self Review Checklist” for programs serving students with disabilities.

Synergy Kinetic Academy further agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.

Additionally, Synergy Kinetic Academy agrees to protect the rights of children 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. Synergy Kinetic Academy 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.”

The Implementation Plan

How the School Will Recruit Highly-Qualified Teachers to Carry Out the Instructional Program Described

The strength and distinctiveness of Synergy Kinetic Academy lies in its high expectations and 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.

Synergy Kinetic Academy has been recruiting and hiring its own teachers. Teachers are 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.

Professional Development

Synergy Kinetic Academy engages in an ongoing program of professional development. The goal of all professional development sessions is to deepen teachers’ understanding of the most effective strategies for planning and delivering instruction to meet all students’ needs. Professional development topics for the 2012-13 school year emanated from our areas of
instructional need, as determined by stakeholder representatives who participated in last year’s Public School Choice 2.0 review process. Among the areas of need identified via the review process were:

- Scaffolded instruction to support English Learners
- Scaffolded instruction to support students in Special Education
- Students' increased use of academic English
- Evidence of a school wide culture

In response to these identified needs, our professional development calendar for the 2012-13 school year provides multiple opportunities for teachers to engage in reading, information sharing, practice, and feedback exchange about these very topics. Below is a sample professional development schedule for the year; topics may change based on staff and student needs:

Sample Professional Development Schedule
2012-13

August 20 – Gradual Release Model of Instruction
August 27 - Illuminate / Grade Book Training

September 10 – Lesson Planning / Developing Lesson Objectives
September 17 – SIOP Component 1: Lesson Preparation
September 24 – Teach Like a Champion, Chapters 1 & 2

October 1 – Classroom Management / Discipline Strategies
October 8 – Special Education Accommodations
October 15 – SIOP Component 2: Building Background
October 22 – AEMP Strategies and Explicit Vocabulary Instruction / Dr. Kate Kinsella’s Model
October 29 - Teach Like a Champion, Chapters 3 & 4

November 5 – Common Core Standards
November 19 – AEMP Strategies and SIOP Component 3: Comprehensible Input
November 26 - Teach Like a Champion, Chapters 5 & 6

December 3 – Special Education
December 10 - Teach Like a Champion, Chapters 7 & 8

January 7 - Classroom Management / Discipline Strategies
January 14 – Common Core Standards

February 4 - Teach Like a Champion, Chapters 9 & 10
February 11 - Explicit Vocabulary Instruction / Dr. Kate Kinsella’s Model
February 18 – AEMP Strategies and SIOP Component 4: Strategies

February 25 - Teach Like a Champion, Chapters 11 & 12
March 4 – AEMP Strategies and SIOP Component 5: Interaction
March 11 – Student-Led Conferences
March 18 – CST / CMA Training

April 8 – AEMP Strategies and SIOP Component 6: Practice / Application
April 15 – Common Core Standards
April 22 – AEMP Strategies and SIOP Component 7: Lesson Delivery
April 29 – Common Core Standards

May 6 – AEMP Strategies and SIOP Component 8: Review and Assessment
May 13 – Student Summaries
May 20 – Student Summaries

June 3 – Closing Procedures

One of our year-long efforts is the integration of AEMP strategies and the SIOP model of instruction in all content areas. This collection of effective instructional strategies for providing SELs and ELs access to content while promoting their development of academic English is research-validated. In particular, Synergy Kinetic Academy’s Director/Principal Russell Lawton and CEO Meg Palisoc were trained by LAUSD on AEMP strategies and culturally relevant instruction to meet the needs of SEL students. To meet the needs of EL students, the SIOP model consists of eight components and thirty lessons that effective teachers consistently employ, resulting in academic gains for their students. Given the amount of rich information contained in both the AEMP and SIOP models, as well as the complexities associated with both academic English acquisition and second language acquisition, we have dedicated more time during the school year to training staff on how to implement these strategies.

Another professional development priority is the explicit teaching of academic vocabulary. While related to effective strategies for teaching English Learners, explicit vocabulary instruction benefits all learners. In particular, Dr. Kate Kinsella’s research on the subject guides our sessions on vocabulary, which are follow-up sessions to professional development trainings we held for our staff over the summer.

We have also dedicated several meetings to Special Education issues, ranging from the provision of classroom accommodations, to general education teachers’ role in the IEP process.

Finally, Synergy Kinetic Academy teachers have been trained to employ several strategies from Doug Lemov’s book, *Teach Like a Champion*, including No Opt Out, Wait Time, and Cold Call. This year, we will study the book in its entirety, so as to incorporate additional strategies and refine those with which we are already familiar. The consistency of language, procedure, and expectation provided in *Teach Like a Champion* will enable us to further solidify our established school-wide culture of high expectations for student performance.

While most professional development sessions will be led by an administrator or counselor, teachers themselves will also play a vital role in each session. Many will plan and/or co-facilitate sessions for their colleagues, while others will share highlights of their instructional successes and demonstrate for their colleagues the effective processes they use.
Accreditation

Synergy Kinetic Academy received its Initial WASC Accreditation in 2010 and it will go through the full WASC Accreditation process during the 2013-14 school year.

Selection of Instructional Materials

Synergy Kinetic Academy uses instructional materials that are aligned with the school’s vision of helping students to meet or exceed the California content standards. Synergy Kinetic is in the process of re-evaluating its instructional materials in order to prepare its students to the new Common Core Standards. The process by which curriculum materials will be selected will include the involvement of teachers and administrators who will evaluate materials for potential use in the school. Also, pursuant to one of Synergy Kinetic Academy’s five key strategies of creating a Connected Curriculum, any materials that are selected will be implemented as part of a comprehensive solution. Synergy Kinetic Academy will ensure that connections are drawn between different curricular areas. A more detailed description of Synergy Kinetic Academy’s instructional materials can be found under each specific content area described under the Curriculum and Its Alignment to State Standards section.

The materials and programs that Synergy Kinetic Academy purchases will be evaluated periodically and may be changed or augmented as deemed necessary, so long as the replacement materials or supplementary materials also contribute meaningfully to students’ pursuit of meeting or exceeding the content standards, including the state content standards, the common core standards, and any future additional standards.

Implementation Plan

Synergy Kinetic Academy has already been implementing the aspects of its instructional plan described above.
ELEMENT 2 – MEASURABLE STUDENT OUTCOMES

“The measurable student 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.” Ed. Code § 47605(b)(5)(B)

Using data to create, support, and sustain a high-quality school is essential to Synergy Kinetic Academy’s mission of eliminating the achievement gap among educationally disadvantaged students. Synergy Kinetic Academy not only evaluates its own school’s data but it also evaluates the target neighborhood schools’ data in order to establish a baseline of where its students are coming from before target goals can be made and achieved.

As will be explained in Element 3 (Method by Which Student Outcomes will be Measured), Synergy Kinetic Academy will use a variety of assessment tools to measure student outcomes. These include standardized tests, program assessments from textbook publishers, teacher observations, core assessments, homework, and/or class work. The School will assign letter grades based on percentages to assignments and assessments (i.e., A, B, C, & F). Also, assessments may be used to provide intervention such as after school intervention to ensure that all reasonable steps are taken for students who are struggling in order to prevent the need for retention. All school stakeholders (i.e., administrators, teachers, parents, and students) will work together and be accountable for student progress.

The following table summarizes student outcomes, measurement tools, and preliminary benchmarks by subject area. The benchmarks will be adjusted as necessary based on actual student data.

Table 3  Measurable Student Outcomes

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Outcomes/Goals (Meeting the Standards)</th>
<th>Measurement Tools</th>
<th>Benchmarks</th>
</tr>
</thead>
</table>
| English Language Arts         | * Students will demonstrate the ability to read fluently and comprehend a variety of grade-level texts in both literature and other academic disciplines.  
* Students will be able to read and respond to grade-level text both orally and in written format.  
* Students will be able to write grade-level papers.  
* Students will be active speakers and listeners.  
* Students will be able to communicate clearly and effectively using appropriate vocabulary, both verbally and | Standardized Tests (i.e., CST, CELDT, etc.), where applicable  
Teacher Created and/or Publisher Created Tests  
Teacher Observation  
Periodic Assessments | * Synergy will pursue Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) in accordance with No Child Left Behind, as applicable, and will pursue its Academic Performance Index (API) growth target.  
* 75% of all students (including all numerically significant pupil subgroups) will move up at least one proficiency band per year on the CST ELA test until they reach the proficient level (i.e., moving from Far Below Basic |
| Mathematics                      | * Students will be fluent in basic computational skills, will be algebraic thinkers, and will be problem solvers.  
|                                | * Students will understand and solve problems related to number sense; algebra and functions; measurement and geometry; statistics, data analysis, and probability; and mathematical reasoning.  
|                                | * Students will demonstrate the ability to reason logically and to implement a variety of problem-solving strategies. |
|                                | Standardized Tests (i.e., CST, CELDT, etc.), where applicable Teacher Created and/or Publisher Created Tests  
|                                | Periodic Assessments Teacher Observation |
|                                | * Synergy will pursue Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) in accordance with No Child Left Behind, as applicable, and will pursue its Academic Performance Index (API) growth target.  
|                                | * 75% of all students (including all numerically significant pupil subgroups) will move up at least one proficiency band per year on the CST Math test until they reach the proficient level.  
|                                | * 75% of the students who are proficient or advanced will remain in the proficient or advanced category each year based on the CST tests, even as they progress to the next grade level’s more challenging standards. |
| Science and Technology         | * Students will have the essential skills and knowledge necessary to become scientifically literate and technologically savvy citizens.  
|                                | * Students will work in a team and use scientific inquiry skills and the scientific method to analyze scientific problems and reach conclusions.  
|                                | * Students will demonstrate a basic understanding of fundamental concepts in earth science (grade 6), life science (grade 7), and physical science (grade 8).  
|                                | * Students will use multiple technological tools such as word-processing software, spreadsheet software, |
|                                | Teacher Created and/or Publisher Created Tests  
|                                | Periodic Assessments Teacher Observation |
|                                | Standardized Tests (i.e., CST, CELDT, etc.), where applicable |
|                                | * Synergy will pursue Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) in accordance with No Child Left Behind, as applicable, and will pursue its Academic Performance Index (API) growth target.  
|                                | * Synergy Kinetic Academy will strive to obtain a school-wide goal of at least 66% of its 8th grade students (including all numerically significant pupil subgroups) scoring proficient or advanced on the CST Science test. |
| **presentation software, and multimedia tools in multiple disciplines.** | **Students will critically evaluate online information and use the network system and the Internet safely and responsibly.** | **Teacher Created and/or Publisher Created Tests**  
**Periodic Assessments**  
**Teacher Observation**  
**Standardized Tests (i.e., CST, CELDT, etc.), where applicable** |
|---|---|---|
| **History-Social Science**  
* Students will have core knowledge in grade-level history and social science and have the critical thinking skills necessary to study the past and its relationship to the present.  
* Students will understand the history of early civilizations (grades 6 and 7), early U.S. History (grade 8), and the development of new ideas, institutions, and systems of thoughts.  
* Students will interpret and summarize information from maps, charts, and graphs.  
* Students will be able to use historical research to ask and answer questions about the past and the present, and to make predictions about the future. | **Synergy will pursue Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) in accordance with No Child Left Behind, as applicable, and will pursue its Academic Performance Index (API) growth target.**  
**Synergy Kinetic Academy will strive to obtain a school-wide goal of at least 75% of its 8th grade students (including all numerically significant pupil subgroups) scoring proficient or advanced on the CST History/Social Science test.** | **Periodic Assessments**  
**Teacher Observation**  
**CA State Seventh Grade Physical Fitness Exam** |
| **Physical Education**  
* Students will possess the skills, knowledge, and abilities necessary to maintain healthy physical lifestyles  
* Students will regularly participate in many different forms of physical activity.  
* Students will use athletics as a way of maintaining positive interactions with others and to develop leadership, teamwork, and good sportsmanship skills. | **All continuously enrolled students will participate fully in the physical education program (unless there are specific exceptions, accommodations and/or modifications in a student’s IEP or Section 504 Plan). This will be measured by a variety of tools that are listed under “Measurement Tools” (in the column directly to the left) since no single measurement can fully describe a student’s ability in this area.** | |

Benchmark performance goals and exit outcomes will be adjusted, over time, as necessary. Synergy will pursue Adequate Yearly Progress (AYP) and Annual Measurable Objectives (AMO) in accordance with No Child Left Behind, as applicable, and will pursue its Academic Performance Index (API) growth target.

At the end of this renewal term, Synergy Kinetic Academy will meet any one of the five conditions listed in Education Code Section 47607(b) to meet the minimum criteria necessary to be eligible for the renewal of its charter, the first four of which are listed below:

1. Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years both schoolwide and for all groups of pupils served by the charter school.
2. Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
3. Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
4. The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.

*LAUSD PSC-Specific Language:
Synergy Kinetic Academy will track the same information presented in the LAUSD School Report Cards.

To ensure sharing of best practices, Synergy Kinetic Academy agrees to participate in research and/or evaluation projects in partnership with LAUSD, higher education institutions and/or research organizations. This may involve survey or interviews with teachers and parents to understand factors associated with student performance.
ELEMENT 3 – METHOD BY WHICH STUDENT OUTCOMES WILL BE MEASURED

“The method by which pupil progress in meeting those pupil outcomes is to be measured.”
Ed. Code § 47605(b)(5)(C)

Synergy Kinetic Academy’s outcome measurement process will continue to use a variety of resources to ensure that assessment guides instruction and that major outcomes are met. The process consists of a series of assessment tools, including:

- Entry Level Assessments
- Monitoring Assessments
- Summative Assessments

The assessments used to measure student outcomes include state-mandated assessments such as the California Standards Test (CST), the California English Language Development Test (CELDT), and the California Physical Fitness Test. Synergy Kinetic Academy will also participate in applicable assessments mandated by No Child Left Behind. It will follow the data collection procedures that are provided by each corresponding agency. Results will be presented in a format that allows for the disaggregation of assessment data.

Synergy Kinetic Academy will also use other assessments in addition to assessments mandated by the State as well by No Child Left Behind. These include publisher-designed and school-designed assessments, homework, class work, teacher observation, and/or core assessments. To keep track of data and to make data useful, Synergy Kinetic Academy uses Illuminate Education, LAUSD’s student information systems, SIS and Welligent.

These different data, assessment, and accountability tools make information more easily accessible for program evaluation in order to drive instruction and to redirect resources to ensure that all students are meeting grade-level standards. Student and school performance data are analyzed on an ongoing basis when information is made available to the School. Information is communicated to students, parents, and teachers on a regular basis via parent meetings, staff meetings, school newsletters, and/or other written communication.

The review of assessment data occurs during admin team and staff meetings in order to use achievement information to drive instruction and to inform professional development needs. Students’ report cards will help parents understand whether their children are meeting grade-level standards based on letter grades (i.e., A, B, C, or F). The staff will determine the best grading scale to use.

Achievement data is collected and saved over time in order to track the long-term progress of students. This longitudinal data will be kept on file at the School, and when appropriate, will be made public in aggregate. For example, achievement data will be graphed and displayed visually on posters, in newsletters, and/or on the school website. This information allows administrators, teachers, and instructional leaders to evaluate the progress students have made during their entire middle school career, helping to ensure that the academic goals of the school as well as applicable requirements of No Child Left Behind are met. Students’ achievement data is also be used by the school community to help establish, evaluate, and improve the School’s education programs and policies as well as to monitor the School’s progress toward meeting the benchmarks and the identified student outcomes described in Element 2.
Entry Level Assessments

Synergy Kinetic Academy takes a proactive approach and assesses all students at the beginning of the school year (or upon admission if they enter after the School year has begun). Students will be tested using publisher-designed and/or school-designed tests and/or core assessments in order to measure basic literacy (phonemic awareness, phonics, fluency, vocabulary and reading comprehension) and math skills. These entry level assessments are necessary to plan for early intervention opportunities for students who may be at-risk of not performing at grade level, as well as planning for enrichment activities for students who are proficient or advanced.

Monitoring Assessments

Throughout the school year, teachers engage in regular, on-going assessment of students using a variety of measures in order to ensure that assessment guides instruction. For instance, they administer publisher-created and/or teacher-created language arts and math chapter and/or unit tests.

Benchmark assessments are also conducted at regular intervals and core assessments may be administered to track student progress throughout the year. Assessments may be administered weekly, monthly, and/or quarterly depending on the grade-level and subject matter. For example, Synergy Kinetic Academy plans to use the Scholastic Reading Counts program to assess students’ reading comprehension on an on-going basis. Teachers may keep track of students’ homework, class work, and assessments using grade books and/or computer software. Students may also participate in self-evaluation during student-led parent conferences in order to help them assume more responsibility for their learning.

This information is used to guide instruction and to make sure that major outcomes are met. If during the course of the year, students are at-risk of not meeting exit outcomes and promotion requirements, appropriate intervention is administered. This information is also communicated to parents/guardians during regularly scheduled student-led parent conferences.

Summative Assessments

Summative assessments currently include the California Standards Tests and end of the year publisher-designed, teacher-designed, and/or school-designed assessments. Students take tests at the end of the year to see how well they met exit outcomes. Teachers compare students’ core assessments at the beginning of the year versus the end of the year. This shows student growth over time. Since assessment occurs throughout the year, there should be no surprises at this point. Overall school performance is measured using the Academic Performance Index (API), which is available in the fall.

State-Mandated Testing

* LAUSD Specific Language: Testing
The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR,
CELDT, CAHSEE) with the District, the 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 the Charter School.

**Rationale for These Methods**

The above-mentioned methods were selected to provide a variety of measures that describe student achievement without having to rely on a single measure. The information involves both quantitative and qualitative measures that include standardized tests, publisher-designed and school-designed assessments, core assessments, and teacher observation. No single measure can paint a complete picture of student achievement by itself, and that is why a variety of measures are used.

Since Synergy Kinetic Academy’s instructional program is currently based on the Content Standards for California Public Schools, and since Synergy Kinetic Academy will assess students on how well they met the standards, Synergy Kinetic Academy’s assessment measures will be consistent with the School’s instructional program. For example, the Content Standards for English Language Arts specify Reading Comprehension skills for each grade level. Consequently, Synergy Kinetic Academy uses the Scholastic Reading Inventory (SRI) as one of its “in house” benchmark assessments multiple times a year to measure how well students comprehend grade-level-appropriate material.

The School’s administration coordinates the collection, analysis, and reporting of pupil achievement data to school staff and to pupil’s parents and guardians in order to utilize the data continuously to monitor and improve Synergy Kinetic Academy’s educational program. For example, at the beginning of each school year, Synergy Kinetic Academy holds a parent meeting to explain the school’s results from the previous year’s administration of state standardized tests (CST, CELDT). This information is also explained in the School’s newsletter. Sharing this information helps parents understand the School’s educational focus for the upcoming year so that they can better support the School’s efforts (i.e., making sure their children read at home every day). Additionally, before each school year begins, Synergy Kinetic Academy includes an analysis of test scores as part of its Teacher Training Academy. Again, this helps the School set its curricular focus and professional development focus for the upcoming year, and it helps to ensure that there is instructional coherence throughout the School during the entire school year.

The different assessment methods selected ensure that the assessments guide instruction and that there are no surprises at the end of the year. For instance, since assessment occurs throughout the year, teachers are able to immediately implement new strategies or re-teach lessons based on their students’ current assessment data. Additionally, students may be recommended for intervention programs (i.e., intervention block during the regular school day, after school intervention, Saturday school, and/or summer school) based on the results of ongoing assessment data.

Throughout the school year, parents are informed of their child’s academic progress via progress reports, report cards, and parent conferences. Student Success Team meetings are also held throughout the school year with parents if their children are having difficulty meeting grade-level standards. Additionally, parents are invited to call teachers for private conferences whenever they have a concern about their child’s progress.

As a result of Synergy Kinetic Academy’s ongoing assessments, teachers, parents/guardians, administrators, and students should always know how well students are
performing at any given point in time. They should not need to wait until the end of the year to find out how well students are performing. The entry level assessments will show how Synergy Kinetic Academy’s proactive approach ensures that intervention does not come only when it is too late to do anything about it. Assessment data is also used throughout the year to help determine professional development needs so that teachers can obtain the help and support they need in order to assist their students in a timely manner. For example, if periodic assessment of students’ reading fluency scores reveal that students are not yet reading at the benchmark reading fluency rate, professional development will be planned that addresses effective teaching practices that improve students’ reading fluency.

Collecting longitudinal data allows the School to track the long-term progress of students over a period of time. This allows responsible parties to ensure that the academic goals of the School as well as of applicable No Child Left Behind or other federal and state programs are met.

* LAUSD PSC-Specific Language:
Synergy Kinetic Academy’s performance will be evaluated pursuant to the requirements of the Public School Choice Resolution.
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)

Synergy Kinetic Academy will be a directly funded, independent charter school operated by Synergy Academies, which is incorporated in the State of California as a non-profit public benefit corporation, and has been designated by the Internal Revenue Service as a 501(c)(3) tax-exempt organization.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated by a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

What Relationships District/County Will Maintain With Synergy Kinetic Academy

Synergy Academies looks forward to continuing its positive and mutually respectful partnership with the Los Angeles Unified School District and the Los Angeles County Office of Education (LACOE). LAUSD will serve as Synergy Kinetic Academy’s authorizing agency and will provide the oversight that is required by law. LACOE will provide pass-through services to Synergy Kinetic Academy for Synergy Kinetic Academy’s apportionment, unless otherwise determined by Synergy Kinetic Academy’s business contract with LACOE, and Synergy Kinetic Academy will continue to submit STRS and PERS reports via LACOE.

* LAUSD Specific Language:*
  - Synergy Kinetic Academy and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.
  - Synergy Kinetic Academy will comply with the Brown Act.
  - Members of Synergy Kinetic Academy’s executive board, any administrators, managers or employees, and any other committees of Synergy Kinetic Academy shall comply with federal and state laws, non-profit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.
  - The District reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).

Process for Posting Board Meeting Notices, Distributing Agendas, and Recording Board Actions

Synergy Academies will post board meeting agendas at least seventy-two (72) hours in advance of a regular board meeting. Board meeting notices and agendas will be posted at a minimum at each of the Synergy Academies school sites and on the Synergy Academies website.
The Board Secretary will be responsible for recording board actions in written board meeting minutes, which are kept on file and are available to the public upon request.

**Board Membership, Terms of Office, and Process for Selecting Board Members**

Synergy Academies’ Board of Directors (“Board of Directors” or “Board”) consists of five (5) to twenty-five (25) voting members as described in Synergy Academies’ Bylaws (see Appendix A). These members are selected to represent a diversity of backgrounds and are dedicated to the success of the 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, and fundraising.

The specific process for selecting governing board members is detailed in Synergy Academies’ Bylaws in Appendix A.

All board members shall be elected by the existing Board of Directors. Subject to the provisions of the following paragraph, 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, except 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.

**Synergy’s Board of Directors** currently includes the following individuals who have a variety of knowledge and professional experience in organizational leadership and public education:

- **Masako Carpenter**, Chief Financial Officer – J/P Haitian Relief Organization. Masako brings experience as a former audit partner with KPMG, LLP and a certified public accountant. She helps provide oversight to Synergy’s staff to ensure that our organization and schools are fiscally responsible.
- **Jose Garcia**, Executive Director of Human Resources – Commerce Casino. Jose has a background in human resources management and is assisting our staff with reviewing our compensation and evaluation systems.
- **Brian Holman**, Partner, Musick Peeler – Brian is an attorney who advises and represents charter schools in financing transactions and general corporate matters. He is also on the Board of Directors of the Los Angeles County Bar Foundation and is a former member of the City of Pasadena’s Utility Advisory Commission.
JoAnn Koplin, Principal, Educational Planning – TFO Architecture. JoAnn has extensive knowledge about charter school facilities and she also has experience serving as the former President of the Beverly Hills Unified School District Board of Education.

Eric Medina (Vice Chair), Program Officer – LA84 Foundation. Eric has previous experience with charter school operations when he worked for ExED, a back-office service provider for charter schools. He also has experience assisting non-profits via Community Partners.

Jenny Peña, Human Resources Manager – Deckers Outdoor Corporation. Jenny has extensive knowledge in human resources management and has assisted Synergy with evaluating the feasibility of our school and personnel expansion plans.

Jared Sopko, Project Manager – Archeon Group International. Jared has experience with managing facilities projects as well as overseeing large-scale cause-based campaigns to promote environmental sustainability. He was a former job captain for Osborn Architects and has experience working on both traditional school and charter school facilities projects in LAUSD.

Ashwin Vasavada (Chair), Deputy Project Scientist – NASA Jet Propulsion Laboratory. Ashwin has a background as a NASA scientist, which is an asset to Synergy’s secondary schools’ focus on science, technology, engineering, and math (STEM). Currently, Ashwin is one of the lead scientists working on the Curiosity Rover project.

Organizational Chart Showing the Relationship of the Board of Directors to the School’s Leadership

Below is Synergy Academies’ organizational chart. The organizational chart may be modified from time to time.
Various committees, councils, and task forces both for the Board and/or for the school sites may be created and meet as needed or when required. Current committees are:

**Board Committees**
- Finance Committee
- Governance Committee
- Audit Committee

**Decision-Making Process and Responsibilities of the Board of Directors**

The Board of Directors will have full fiduciary responsibility and will be responsible for the overall direction of the School. It will be responsible for setting policy and may delegate day-to-day operational decision making to the central office staff and school Directors with the assistance of their staff. The central office staff and school Directors 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.

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 School’s compliance with applicable laws, the School’s fiscal health (i.e., making sure the School is within budget and in compliance with submitting any required fiscal reports such as the annual audit requirement), and the School’s progress toward achieving its mission and goals.
- Supervising key administrators including the Chief Executive Officer and Chief Achievement Officer.
- Making decisions affecting the School including, but not limited to, educational programs, contracts, budgeting and financial management, and health and safety.
- Adherence to federal and state laws, the Articles of Incorporation, and adopted Bylaws and conflict of interest code.
- Employee relations including employment and discharge, performance evaluation, and compensation of teachers, administrators, and staff.

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 the School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

- Be in writing;
- Specify the entity designated;
• Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
• Require an affirmative vote of a majority of Board members.

In order to maintain active and effective oversight of the School, the Board of Directors conducts regular meetings and may call meetings as the need arises. A majority of the Directors then in office shall constitute a quorum. A quorum must be present in order for the Board of Directors to conduct any formal business. The Board regularly reviews the School’s financial statements in order to effectively provide oversight of the School’s finances.

The Board of Directors may authorize a committee to make recommendations on specific issues and may also form advisory committees. The Board shall adopt policies and procedures regarding self-dealing and conflicts of interest. Please see Appendix C for a copy of Synergy Academies’ Conflict of Interest Code. 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 school administration will also use data to establish, evaluate, and improve the education program and school policies.

**Responsibilities of the Chief Executive Officer (CEO)**

**Job Duties**

• Provide institutional support and memory for organizational effectiveness.
• Supervise and evaluate the Director of Operations, the Development Coordinator, and the Director of Special Education and Student Services.
• 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, if applicable.
• Supervise and evaluate School Directors as well as provide them with support in regards to instructional programming, establishing organizational operations, and culture building.
• Work with the Chief Achievement Officer to plan and implement ongoing professional development to improve school leader quality, including assisting with the annual all staff summer training.
• 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 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.

Responsibilities of the Chief Achievement Officer (CAO)

Job Duties
• 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.
• Assist the CEO with supervising and evaluating School Directors as well as providing 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.

- Help to establish culture and procedures at each school site 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.
- 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 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, i.e., 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.

- 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.

Process Which Ensures Parent, Staff, Student, and Other 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.

The parents/guardians of children attending the School will also elect Synergy Kinetic Academy parents/guardians to serve on the School’s Parent Council. The Parent Council will serve as the main voice of the parents and will work collaboratively with the school staff to uphold the School’s mission and charter petition. A Synergy employee attends the Parent Council meetings and a Synergy employee presents the Parent Council’s feedback and concerns to both the School Operations Committee and the Board of Directors. All parents are also welcome to attend all School Operations Committee meetings and all Board of Directors meetings, and can provide their feedback and concerns during those meetings.

Each Synergy Academies school, including Synergy Kinetic Academy, shall have a School Operations Committee (“SOC”) (similar in role and membership to a School Site Council), which serves in an advisory capacity to Synergy Kinetic Academy’s administration. The School Operations Committee shall at a minimum include one administrator, one faculty member, one classified staff member, and one parent representative. Other stakeholders such as community members and secondary students can also serve on a School Operations Committee. The SOC will aid the school administration in the execution of the School’s mission, the formulation and execution of its education program, and the configuration and maintenance of its facilities. The SOC will meet on a regular basis and focus its work on:

• Upholding the mission and vision of the School;
• Oversee the implementation of the Charter;
• Monitor the school budget and the School’s fiscal practices by providing advice regarding recommended use of funds to meet students’ needs; and
• Assess and monitor the instructional programs and materials

Each Synergy Academies school also has an ELAC (English Learner Advisory Committee)/DELAC (District English Learner Advisory Committee). The ELAC/DELAC shall advise the School Operations Committee and School administration on programs for English Learners as well as help track the school’s progress in meeting English Learner student needs.

Since Synergy Kinetic Academy believes in the importance of everyone working together, the Board of Directors will create and maintain policies and procedures that are likely to promote effective communication between parents and teachers, administrators, and counselors. Synergy Kinetic Academy believes that all staff members are valuable, including teachers, counselors, specialists, and classified staff. Thus, Synergy Kinetic Academy will continue to hold regular staff meetings to obtain staff feedback and input regarding the School’s planning, programs, and curriculum. Additionally, all Synergy Kinetic Academy parents/guardians are invited to share their views on various issues by attending parent meetings, attending Parent Council meetings, attending Board of Directors meetings, or completing parent surveys.
Synergy Kinetic Academy ensures parent/guardian participation through other means as well. Parents/guardians participate in parent conferences, where the progress of their children is communicated to them regularly. Synergy Kinetic Academy also uses various methods of communicating with parents/guardians, including newsletters, flyers, brochures, the school website, and parent meetings. Materials that are sent home are translated into English and Spanish, the two main languages of the 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 School and workshops and/or Coffee with the Principal events are held on a regular basis. These meetings cover various topics such as the health and nutrition of their children, parenting skills, how to help students with homework, and planning family activities. These meetings 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 School and home. The meetings are also intended to help parents/guardians understand Synergy Kinetic Academy’s instructional approaches and high-expectations, enabling them to better reinforce these concepts at home.

Synergy Kinetic Academy does not require volunteer hours, but instead asks parents and guardians to be actively involved in their children’s education. Involvement may occur in many forms, including attending parent meetings, parent conferences, field trips, school events, and school performances.

Synergy Kinetic Academy develops student leaders through its Student Council. Students run for an office on the Student Council such as Student Body President and Vice President. These students serve as the voice of the student body and 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 represent the School at special events.

Synergy Kinetic Academy also involves the community in the School by informing the community about how the School is serving as a center of change for the betterment of the community. Synergy Kinetic Academy has sent school representatives to speak at and/or participate in meetings and events sponsored by other community organizations. Conversely, community organizations have sent speakers to speak at Synergy’s parent meetings. Community members may also participate in school events such as speaking at a Career Day event.

Methods By Which the School Consults With Parents and Teachers Regarding the School’s Educational Programs

Synergy Kinetic Academy consults 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 School’s website). Parents can serve on the school’s Parent Council, and parents and teachers also have the opportunity to participate in the School Operations Committee.

* LAUSD Specific Language: Grievance Procedure for Parents and Students
Charter School will 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 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Charter School will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

* LAUSD Specific Language: LAUSD Charter Policy
Synergy Kinetic Academy will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

* LAUSD Specific Language: Responding to Inquiries
Synergy Kinetic Academy and/or its nonprofit corporation shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Synergy Kinetic Academy and/or its nonprofit corporation acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

* LAUSD Specific Language: Notifications
Notification is to be made to the Charter Schools Division in writing of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Synergy Kinetic Academy.
ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

The strength and distinctiveness of Synergy Kinetic 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.

* LAUSD Specific Language:
Synergy Kinetic Academy believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Employees who work for Synergy Academies are there by choice and will not be required to work at Synergy Kinetic Academy.

Labor Procedures Which Will be Applied to Employees

Interested candidates for positions available at Synergy Kinetic Academy will be required to complete and submit a job application and resume. The hiring process may include telephone and/or in-person interviews and a review of references. Teacher candidates may also be asked to deliver a sample lesson.

Synergy Kinetic Academy will adhere to California laws, including fingerprinting and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. All employees must furnish or be able to provide:

• Proof of negative tuberculosis (TB) testing or negative chest x-ray for TB
• Fingerprinting for a criminal record check. Synergy Kinetic Academy will process all background checks as required by Education Code Section 44237.
• Documents establishing legal employment status
**Fingerprinting and Criminal Background Check**

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237. Synergy Academies will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. For a detailed description of the fingerprinting process, please see the Health and Safety section.

**Compliance with the Commission on Teacher Credentialing Requirements and No Child Left Behind**

In accordance with Education Code Section 47605(l), Synergy Academies will conform to the legal requirements that Charter School teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. Since charter schools are to be given flexibility in credentialing with regards to noncore, noncollege preparatory courses, the Charter School designates the following courses as core: English, Math, Science, and History/Social Science. The School will maintain current copies of all teacher credentials and/or proof of credential clearances (since starting on January 1, 2006, the CTC no longer issues paper certificates of clearance, but instead it posts such information on its website). Appropriate record keeping of credentials held by teachers as well as other documentation will be monitored and maintained on file by the Director of Operations or administrative designee. Credentials will be reviewed on an annual basis to ensure that teachers carry the necessary certifications, as required by law. Teachers’ credential information will be readily available for inspection by the School’s charter authorizer with the understanding that the charter authorizer agrees to uphold the confidentiality of the teachers’ information in the same manner that the School is required to maintain the confidentiality of personnel records by law. Employees will be responsible for monitoring and updating the status of their own credentials. Employees will also be responsible for their own fees related to their credentials.

Synergy Kinetic Academy will comply with the applicable provisions of No Child Left Behind (NCLB) with respect to teachers and paraprofessionals. Prior to employment, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Director of Operations and/or administrative designee will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

**Hiring Process**

Synergy Academies plans to recruit and hire its own staff. Staff members may be recruited in the following manner:

- Announce/advertise openings in a variety of ways, including placing ads in education/teacher recruiting websites such as EdJoin, 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/or letters of recommendation.
• Conduct interviews and contact references.

**Job Descriptions and Qualifications of Key Employees**

The qualifications for Synergy Kinetic Academy’s employees shall be sufficient to ensure the health and safety of the School’s faculty, staff, and pupils. Following are job descriptions and qualifications of the key personnel at Synergy Kinetic Academy:

**Director/Principal**

**Job Duties**

- Responsible for the day-to-day operations of the school in accordance with school policies and ensure that the school is in compliance with all applicable laws.
- Supervise and evaluate school site staff, including Counselors, Assistant Directors/Assistant Principals, Teachers (including BTSA Support Providers), Operations Coordinators, Office Assistants, Campus Assistants, and other staff as needed.
- Serve as the instructional leader of the school, including:
  1. Support the implementation of Synergy’s instructional strategies and scholar lessons at the school site.
  2. Assume primary responsibility for curriculum and instruction.
  3. Ensure teachers implement effective daily and yearly pacing plans and lesson plans.
  4. Evaluate and select instructional materials.
  5. Conduct on-going classroom observations.
  7. Regularly collect and analyze data to drive student achievement and inform instructional practices.
  8. Oversee the school’s applicable testing programs, including the administration of required state assessments such as CELDT, CST, Physical Fitness Test, etc.
  9. Oversee the school’s Beginning Teacher Support and Assessment (BTSA) program.
  10. Oversee the school’s special education programs and services.
    1. Serve as the main administrator in charge of special education, including serving as the main administrator on Welligent and in IEP meetings.
    2. Regularly communicate with the school’s Lead Resource Specialist Program (RSP) Teacher to ensure compliance with special education policies, procedures, and timelines.
  11. Oversee after school, intervention, Saturday school, and/or summer school programs.
    1. Coordinate the school’s in-house after school, intervention, Saturday school, and/or summer school programs.
    2. Serve as the main liaison between the school and any third party after school, Saturday school, and/or summer school providers or volunteers.
  12. Oversee field trips, including special field trips to Washington, D.C. or other locations outside of Los Angeles.
• Manage the school’s office, student information, data systems, technology, resources, and compliance paperwork with the school site’s Operations Coordinator.
  1. Maintain student information systems, student records, and school records, including the confidentiality of student information.
  2. Create and maintain operations playbooks with procedures for staff on how to handle different situations such as student enrollment procedures, supervision procedures, student discipline procedures, student success team meeting procedures, how to redesignate English Learner students, etc.
  3. Ensure 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.
  4. Coordinate with the school site’s Operations Coordinator and other school administrators, if applicable, to review, complete, and submit any data and paperwork for the school’s LEA Plan, Calpads, CBEDS, Master Plan, SNOR, SARC, Technology Plan, Title I Parent Involvement Policy, WASC, and other paperwork as needed.
  5. 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.
  6. Manage required student health screenings such as vision screening, hearing screening, and scoliosis screening, depending on the grade levels served.
  7. Assist Director of Operations with updating policies and procedures, employee handbooks, and parent/student handbooks.
  8. Oversee the school’s fundraising activities.
  9. Manage the school’s budget.
 10. Ensure the staff has adequate resources to do their jobs.

• Maintain internal and external community relations.
  1. Effectively communicate with staff, parents, students, and community members.
  2. Treat others fairly, equitably, and with dignity and respect.
  3. Coordinate staff meetings and staff development.
  4. Organize parent meetings and workshops both during the school day and in the evenings and weekends.
  5. Hold Student Success Team meetings with parents.
  6. Immediately address any stakeholders’ concerns.
  7. Represent the school at off-campus events.
  8. Develop and maintain partnerships with community members, businesses, and organizations.
  9. Serve as the main liaison between the school and the school’s authorizer.
 10. 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.
 11. Oversee the school site’s School Operations Committee and English Learner Advisory Committee (ELAC).
 12. Coordinate special programs such as special competitions (i.e., science fairs), parent conferences, Back to School Day, student performances and assemblies, end of the year awards ceremony, and culmination ceremony.
13. Collaborate with LAUSD campus partners to:
   1. Share instructional practices.
   2. Provide for a safe campus.
   3. Oversee the campus’ maintenance and operations.
   4. Review and update the campus’ safety plan.
   5. Coordinate emergency drills.
   6. Coordinate campus-wide meetings and events.
   - Assist with other duties as needed.

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.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Has at least five years of experience in a K-12 setting (elementary, middle, and/or high school) with at least three years of teaching experience in a public school setting.
- Has either a Master’s degree in education, an administrative credential, or at least two years of school administrative-related experience such as in a coordinator or assistant principal position at a school site.
- Is willing to help teach as needed such as during summer school, Saturday school, after school, during school breaks, and/or during the regular school day.
- Demonstrates an in-depth understanding of and commitment to the school’s mission and vision.
- Fluent in Spanish (preferred but not required).
- Able to lift heavy objects up to 30 lbs.

Assistant Director/Assistant Principal

Job Duties
- Help with instructional programs.
  1. Assist the School Director/Principal with curriculum development, mentoring and supporting teachers, and facilitating staff meetings and staff development.
  2. Coordinate, implement, and troubleshoot appropriate supplemental enrichment and intervention programs, including computer-based and online programs (i.e., Reading Counts, Study Island, ST Math, etc.).
  3. Research and coordinate appropriate external professional development, guest speakers, and fellowship opportunities for teachers (i.e., CUE, ECCLA,).
4. Oversee after-school enrichment opportunities for students (i.e., MESA).
5. Oversee intervention programs as well as teach intervention groups during school and during summer school.
6. Coordinate field trip logistics with teachers.

- Manage data and assessments.
  1. Research when appropriate and manage systems and procedures to collect, analyze, and drive instruction with student achievement data.
  2. Oversee progress reports and report cards.
  3. Oversee parent conference logistics.
  4. Assist School Director/Principal with creating the master plan and student schedules.
  5. Oversee school-wide formative and summative assessments, including coordinating and administering the CELDT test, STAR assessments (CST, CMA, CAPA, STS), and Fitnessgram.
  6. Research and implement communication systems to build awareness of student achievement.
  7. Prepare and confirm reports for local and state accountability purposes.
  8. Maintain student information systems with the assistance of the Operations Coordinator.
  9. Assist with the charter renewal process and WASC accreditation.

- Support the school’s culture of learning among students, staff, and families.
  1. Assist with implementing and maintaining a strong positive school culture, including implementing key Synergy strategies such as Synergy’s scholar lessons.
  2. Assist with the supervision of students on campus.
  3. Assist with student discipline.
    - Hold students to Synergy’s expectations follow through with behavior management plans, implement appropriate and restorative consequences for infractions and offenses.
  4. Assist teachers with appropriate behavior management techniques informed by adolescent development trajectories, trauma-sensitive practices, and culturally sensitive practices.
  5. 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.
  6. Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
  7. Facilitate Student Success Team meetings and serve as one of the administrative designees during IEP meetings.
  8. Assist with and lead parent workshops and meetings.

- Assist with the day-to-day operations of the school in accordance with school policies.
  1. Demonstrate knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petition
  2. Establish a culture of high expectations that includes college preparation for all students
  3. Maintain safety procedures to ensure campus security.
  4. Help organize and maintain important school documents.
5. Ensure that the school is in compliance with all applicable laws.
6. Oversee campus assistants' jobs and responsibilities, including yard duty, computer lab protocol, etc.
7. 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
• Possess a clear California multiple subject or single subject teaching credential.
• Has at least three years of teaching experience in a K-12 setting (elementary, middle, and/or high school).
• Possess an administrative credential and/or a Master's degree in Education or a related field (preferred, but not required).
• Work with attention to detail and able to meet deadlines.
• Communicate well via both written and oral communication means.
• Exhibit strong classroom management and experience in enforcing school-wide discipline policies.
• 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.
• Demonstrate an in-depth understanding of and commitment to the school’s mission and vision.
• Fluent in Spanish (preferred but not required).
• Able to lift heavy objects up to 30 lbs.

Core, College Prep Teacher

Job Duties
• Demonstrate knowledge and support of Synergy’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/or the Common Core Standards starting in 2013-14).
• 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.
• Regularly track and report students’ progress to school administration (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 Kinetic 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 Kinetic 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 No Child Left Behind.
• 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.
• 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 (and/or the Common Core Standards starting in 2013-14).
• Possess an in-depth understanding of and commitment to the School’s mission and vision.
• Able to lift heavy objects up to 30 lbs.

Operations Coordinator

Job Duties

• Demonstrate knowledge and support of Synergy’s mission, vision, policies and procedures.
• Help Director/Principal supervise Campus Assistant staff who are carrying out the day-to-day administrative operations of the school.
Provide training for Campus Assistant staff on the management of the day-to-day operations of the school, including clerical and administrative procedures such as student enrollment, record keeping, and student attendance.

Supervise the maintenance and organization of school/student records, files, and other information.

Verify that attendance recording and tracking procedures are properly implemented by all staff members.

Complete monthly and semiannual attendance reports for LAUSD.

Oversee the implementation of the National School Lunch Program and School Breakfast Program at Synergy Kinetic Academy, if applicable.

Receive breakfast and lunch payments from students/families and maintain a database of breakfast and lunch payments, if applicable.

Prepare monthly reports in accordance with the National School Lunch Program and School Breakfast Program rules and policies, if applicable.

Complete other compliance reports as needed.

Manage online student data systems, including internal systems (such as Powerschool or Illuminate) and external systems (such as CalPADS and LAUSD’s Student Information System).

Maintain positive interactions with parents/guardians and others conducting business with the school, including face-to-face, telephone, and e-mail interactions.

Manage confidential information appropriately.

Assist with supervision duties when needed.

Help to maintain the health and safety of all students.

Help enforce school policies and procedures, including the school-wide discipline plan.

Help interpret (in Spanish and English) between staff members and parents or other non-staff members as needed.

Translate written documents from English to Spanish and vice versa as needed.

Coordinate written communication with parents, including weekly newsletter packets.

Oversee school fundraisers such as snack sales, catalogue sales, and See’s Candies sales.

Able to multi-task and prioritize workload.

Perform other related duties as required and assigned.

**Qualifications**

- High school diploma or equivalent required; some college preferred.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Ability to type 40-60 wpm, minimum.
- Able to lift heavy objects up to 50 lbs., unless prohibited by a physical disability.
- Strong command of English and Spanish, both written and oral.
- Supervisory experience strongly recommended.
- 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.
- Works with attention to detail.
- 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.
Job titles, staff positions, job duties, and qualifications are subject to change as the School grows and changes.

**Staff Performance**

The Board of Directors will regularly evaluate the CEO and CAO. The CEO and CAO will in turn regularly evaluate the School Directors/Principals. The Board of Directors will use criteria for the performance evaluation based on the job description and will take into consideration formal and informal evaluations. It will also consider how well the School’s goals have been met, self-evaluations, and/or the overall organizational and fiscal health of the School.

The School Director/Principal and/or Assistant Director/Assistant Principal will evaluate teachers at least once a year. Teachers’ performance evaluation will be based on the job description and the California standards for the teaching profession and will take into consideration observations of teachers’ instructional delivery, self-evaluation, and/or student outcomes.

Non-teaching staff will be regularly evaluated by their supervisors. Performance will be evaluated based on the staff members’ job descriptions and the Employee Handbook.

Staff evaluation criteria and procedures are subject to change as the School grows and changes.

**Salaries and Benefits**

Employee salaries are determined on an individual basis based on education, experience, knowledge, and skills. The Board and central office staff regularly review the salaries and benefits to ensure that they are fair, reasonable, and within the School’s budget. Synergy Academies will offer a comprehensive benefits package (medical, dental, and retirement) for full-time employees.
**ELEMENT 6 – HEALTH AND SAFETY**

“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 § 44237.” Ed. Code § 47605(b)(5)(F)

**Address of School Facility**

As a result of LAUSD’s Public School Choice process, Synergy Kinetic Academy is currently located at 1420 E. Adams Blvd., Los Angeles, CA 90011, in a collaborative campus arrangement with two LAUSD Dr. Julian Nava Learning Academy pilot schools: The School of Arts and Culture and The Business and Technology School.

**Maintaining a Safe Facility**

Synergy Kinetic 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 Kinetic Academy has developed a school safety plan with its LAUSD partner schools on the Dr. Julian Nava Learning Academy campus that is kept on file for review.

Synergy Kinetic 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. Additionally, Synergy Kinetic 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 emergency drills such as for earthquake and fire are conducted on campus, and training staff on emergency preparedness procedures.

**Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Director of Operations shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The CEO shall monitor the fingerprinting and background clearance of the Director of Operations. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.
**TB Test**

No person shall be employed by Synergy Kinetic Academy unless the employee has submitted proof of an examination that the employee is free of active Mantoux Tuberculosis (TB) prior to employment as required by Education Code Section 49406.

**Child Abuse Reporting**

Synergy Kinetic Academy shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all Synergy Kinetic Academy teachers and staff shall be mandated to report any suspected child abuse.

**Immunizations**

Synergy Kinetic Academy will require all enrolling students to provide documentation of immunizations as required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075. All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

**Medication in School**

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

**Vision, Hearing, and Scoliosis Screening**

Students will be screened for vision, hearing, and scoliosis to the extent as would be required if the pupils attended a non-charter public school. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the School.

**Diabetes**

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but shall not be limited to, all of the following:

3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
5. A description of the different types of diabetes screening tests available.
Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the workplace. 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.

Drug Free/Alcohol Free/Smoke Free Environment

Synergy Kinetic Academy shall function as a drug, alcohol, and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s sexual harassment policy.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook/School Safety Plan drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook/plan shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School. Synergy Kinetic currently has a School Safety Plan that was created in collaboration with the two LAUSD schools that it shares a campus with and the plan is available on the school site.
* LAUSD PSC-Specific Language:
Synergy Kinetic Academy shall comply with District safety 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.

* LAUSD Specific Language: Insurance Requirements
No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The 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 the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners 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 insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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 the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond or Crime coverage shall be maintained by the 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 the Board of Education of the City of Los Angeles 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 the Charter School’s insurance shall be primary despite any conflicting provisions in the Charter School’s policy.

* LAUSD Specific Language: Evidence of Insurance

The Charter School shall furnish to the District’s Office 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:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to 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 the Charter School.

* LAUSD Specific Language: Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, the 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. The 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 the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

* LAUSD Specific Language: Health, Safety and Emergency Plan
Synergy Kinetic Academy will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. Synergy Kinetic Academy will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

* LAUSD Specific Language: FERPA
Synergy Kinetic Academy, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

* LAUSD Specific Language: Criminal Background Checks and Fingerprinting
Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
ELEMENT 7 – 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)

As stated in its mission, Synergy Academies’ schools seek to bring about fundamental changes in public school instruction that narrow the achievement gap among educationally disadvantaged students. This is done regardless of students’ racial and ethnic backgrounds. As such, Synergy Kinetic Academy will continue to maintain a racial and ethnic balance among 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 Kinetic Academy conducts 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 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, and/or the school website.
- Since Synergy Kinetic Academy is located in South Los Angeles and recruits and works with 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, especially the 90011 zip code and the Southeast Los Angeles portion of South Los Angeles. This will ensure that Synergy Kinetic 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 School.

Synergy Kinetic Academy conducts outreach in its target zip code (90011) and the surrounding Southeast Los Angeles neighborhoods as described in Element 1. This outreach familiarizes local organizations and leaders with Synergy Kinetic Academy, and notifies families of how they can enroll their students in the School.

* LAUSD Specific Language: Court-ordered Integration

The 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 Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.
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 Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

* LAUSD Specific Language: No Child Left Behind-Public School Choice (NCLB-PSC)

Traveling Students
The District and Synergy Kinetic Academy are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). Synergy Kinetic Academy agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending Synergy Kinetic Academy shall have the right to continue attending Synergy Kinetic Academy until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to Synergy Kinetic Academy shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Synergy Kinetic Academy will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Synergy Kinetic Academy will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Synergy Kinetic Academy under the NCLB-PSC program increases in subsequent years, Synergy Kinetic Academy agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

* LAUSD Specific Language: Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, Synergy Kinetic Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. Synergy Kinetic Academy understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. Synergy Kinetic Academy 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, appropriate 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 parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that 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 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; and

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

Synergy Kinetic Academy also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

Synergy Kinetic Academy is a school of choice. Admission to Synergy Kinetic Academy is open to any California resident. Synergy Kinetic Academy does not charge tuition and it does not require any student to attend Synergy Kinetic Academy. Synergy Kinetic Academy’s admission requirements do not discriminate against any student 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. Synergy Kinetic Academy will adhere to all laws establishing minimum age requirements for public school attendance.

Programs, Policies, and Strategies for Recruiting, Enrolling, and Retaining an Enrollment Consisting of a Majority of Students Who Live in the Attendance Area of a Traditional Public School That is PI Yr 3, 4, or 5 and Has an API State Ranking of 1 or 2

In order to recruit academically low-achieving and economically disadvantaged students, Synergy Kinetic Academy’s recruitment efforts are targeted to the families in the School’s immediate community of South Los Angeles. In addition to being an academically low-achieving neighborhood, the majority of the students in the School’s neighborhood qualify for free or reduced-price lunch, which makes them economically disadvantaged as well.

According to a July 6, 2005 Los Angeles Times article about Synergy Kinetic Academy’s neighborhood’s Jefferson High School, “Jefferson's students come from neighborhoods with some of the city's highest rates of crime, homelessness and teenage pregnancy. There are few jobs and even fewer recreation outlets… Among Los Angeles Unified's 49 high schools, Jefferson had the second highest number of major crimes in its attendance area — 94 homicides, more than 2,700 robberies, and about the same number of aggravated assaults from 2002 through mid-2004, according to a Times analysis of LAPD data for that period.”

Therefore, Synergy Kinetic Academy purposefully targeted one of the lowest performing and most economically disadvantaged neighborhoods in the Los Angeles Unified School District. As a result, its recruitment efforts target students who live in the attendance area of a traditional public Title I school that is PI Year 3, 4, or 5 and has an API state ranking of 1 or 2 since the majority of the schools in Synergy Kinetic Academy’s target neighborhood already fall under these categories.

Outreach

Since Synergy is located in the inner-city, the entire community can be considered “hard-to-reach” because of the historical barriers to student achievement that have persisted in the community for generations. These demographic barriers, which were discussed earlier in this petition in Element 1, include high-poverty, low parent education levels, and language barriers. Synergy Kinetic Academy recognizes these demographic barriers and recognizes that it must communicate with families, organizations, and local leaders in order to help them learn more about the School. Synergy Kinetic Academy will communicate with these stakeholders by both making marketing materials available (brochures, newsletters, etc.) and by making in-
person contact whenever possible. It is important for school representatives to meet stakeholders in person because it builds familiarity and trust, especially with groups and individuals who have not yet had an opportunity to learn about the School.

**Description of Our Student Outreach and Recruitment Plans and Policies, Especially How We Will Recruit and Retain a Representative Sample of the Geographic Area We Will Serve**

Please see the School’s outreach plan under Element 7.

**Admission Process**

There are no admission requirements for Synergy Kinetic Academy, except California residency. All students who are interested in enrolling at Synergy Kinetic Academy are required to complete an application for admission so the School has the student’s contact information on file. No specialized admission tests are required; however, tests may be administered to students after they are enrolled to determine their proper placement in the development of their personal learning plan.

**Public Random Drawing**

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 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 rules of the public random drawing will be available when families obtain an application from the School and/or will be posted on the School’s website. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1) Students residing within LAUSD and existing (currently enrolled) students of the School,
2) Children who matriculated from a Synergy Academies school.
3) Children who have siblings currently enrolled in a Synergy Academies school. If a child gains admission, any siblings who are also applying will automatically be given the next enrollment slot, if available for their grade, or they will move up to the top of the waitlist for their grade in the order that siblings are drawn during a public lottery or in the order that their siblings obtain a space in a Synergy Academies school, and
4) Children of Synergy Academies employees and Board members (the combined number of students in this category may not exceed 10% of total enrollment of the School). If a School has capacity following preferences 1 through 3, Synergy Academies will evaluate the applications received pursuant to this preference. If the total number of applicants who are eligible for this preference does not exceed 10% of total enrollment for a given School, and capacity at the School has not been reached, then eligible applicants will be admitted. If the total number of
applicants who are eligible for this preference exceeds 10% of total enrollment, a separate lottery will be held to determine the order of admission and waiting list. If this separate lottery is necessary, children of employees will receive a higher weighting than children of Board members.

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/or e-mail/Internet. 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 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 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 as described under Element 7 – Racial and Ethnic Balance. Applications will also be posted on the School’s website. The open enrollment period will last for approximately one month after the notification that applications are available has been distributed to the neighborhood and posted on the School’s website. 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 be scheduled for a date approximately 3 weeks after the last day that applications can be submitted to be included in the public random drawing. For example, if the applications are due on December 21st, then the public random drawing will occur around the week of January 14th. This will allow for enough time to input last minute applications into the School’s database and to contact families to remind them about the public random drawing’s date, time, and location. 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 School will keep this document on file as proof that the lottery procedures were fairly executed. The School will also keep on file the signature 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 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 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 School’s waitlist each year has current family contact information, consists of families who are still interested in having their children attend a Synergy 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 School. 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 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 School.

Notwithstanding the foregoing, the School may refine public random drawing policies and procedures in accordance with a written policy adopted by the governing authority of the School. A copy of the revised policy, designed to improve the School’s public random drawing efforts, shall be provided to the District within 45 calendar days of approval by the School’s governing authority and prior to the enrollment period of the year in which the revised lottery policy will be implemented.

* LAUSD Specific Language: McKinney-Vento Homeless Assistance Act
The Charter School will 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. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

* LAUSD PSC-Specific Language:
Synergy Kinetic Academy agrees that the student composition at a new or underperforming 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, foster care placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.
Resident Enrollment and Attendance Boundary Compliance:
In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, operators of independent PSC charter schools may not refuse any resident students unless the resident enrollment exceeds the District’s established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2009-10 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” The “opt-out” decision is only valid 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 the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

Synergy Kinetic Academy shall maintain records of its enrollment procedures documenting that student from the designated attendance areas have been offered enrollment in the charter school prior to any other students being accepted. These records shall be made available to the District upon request.”

At the time that Synergy Kinetic Academy became a PSC school, LAUSD and the Charter School determined that out of the total number of students that Synergy Kinetic Academy enrolls via its lottery process, at least 75% of the students must live in the attendance areas for John Adams Middle School, LA Academy Middle School, Clinton Middle School, Carver Middle School, and the Dr. Julian Nava Learning Academy.
**ELEMENT 9 – 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)

An annual independent financial audit of the books and records of the School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the 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.

Synergy Academies 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. The Synergy Academies leadership, along with the audit committee, if one is appointed, will review any audit exceptions or deficiencies and report to the Synergy Academies 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 public record to be provided to the public upon request.

The following Schedule of Reports to will be provided to LAUSD in a timely manner:

- **Provisional Budget** – Spring prior to the operating fiscal year
- **Final Budget** – July of the budget fiscal year
- **First Interim Projections** – November of operating fiscal year
- **Second Interim Projections** – February of operating fiscal year
- **Unaudited Actuals** – July following the end of the fiscal year
- **Audited Actuals** – November following the end of the fiscal year
- **Classification Report** – Monthly the Monday after close of the last day of the school month
- **Statistical Report** – Monthly the Friday after the last day of the school month
- **P1 Report** – First week in January
- P2 Report – First week in April
- Calendar and Bell Schedule – Annually by November
- Other reports as requested by the District

* LAUSD Specific Language: District Oversight Costs
The District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

* LAUSD Specific Language: Balance Reserves
Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

* LAUSD Specific Language: Special Education Revenue Adjustment/Payment for Services
In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the 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.

* LAUSD Specific Language: 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 their 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 it, among other things, monitors the fiscal condition of the Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The 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.

Synergy Kinetic Academy will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT 10 – SUSPENSIONS AND STUDENT EXPULSIONS

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

* LAUSD Specific Language:
Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

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

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the District’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

Charter School shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion and documentation that the Charter School’s policies and procedures were followed
- student’s current educational placement
- copy of parental notice of expulsion
- copy of documentation of expulsion 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; and
- If the student is eligible for Special Education, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened 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 the Charter School’s failure to implement 504 Plan?

* LAUSD Specific Language: Outcome Data
Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

* LAUSD Specific Language: Rehabilitation Plans
Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board or administrative panel 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 reapply to the Charter School for readmission.

* LAUSD Specific Language: Readmission
The 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, the Charter School’s governing board shall readmit the pupil, unless the 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.

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

* LAUSD Specific Language: Special Education Students
In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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?

* LAUSD Specific Language: Gun Free Schools Act
The Charter School shall comply with the federal Gun Free Schools Act.

**General Discipline Policies in Place at the School**

Synergy Kinetic Academy implements a school-wide discipline program. The School’s discipline policy is described in more detail in the School’s Parent/Student Handbook and it includes the School’s expectations regarding attendance, behavior, mutual respect, substance abuse, violence, safety, and work habits. Parents/guardians and students sign the Parent/Student Handbook Agreement Form to signify their understanding of and accountability towards Synergy Kinetic Academy’s discipline policy in addition to other school policies and procedures.

The School periodically obtains feedback regarding its discipline policy from parents, students, staff, and board members, and makes changes to the policy as needed. Feedback is solicited in various ways such as meetings with the Parent Council, the School Operations Committee, and Coffee with the Principal.

Students who do not adhere to the discipline policy and/or who violate school rules expect consequences and/or interventions for their behavior, including but not limited to the following:

- Warnings
- Loss of privileges
- Notices to parents/guardians by telephone or letter
- Request for parent conference
- Individualized Behavior Contract
- Instruction in pro-social behaviors
- Detention
- Suspension* (including in-school suspension)
- Expulsion*

*The imposition of these consequences is limited to the grounds set forth below.*

If a student’s behavior does not improve, parents are asked to participate in the Student Success Team (SST) process. The Student Success Team, including a school administrator and/or teacher, works with the parent(s) to develop appropriate accommodations, modifications, and/or intervention strategies.
Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students, staff, and visitors at Synergy Kinetic Academy. This policy serves as Synergy Kinetic Academy’s policy and procedures for student suspension and expulsion. Synergy’s rules and procedures for suspension and expulsion are consistent with state and federal laws, are similar to those found at non-charter public schools, and afford students their due process rights.

School staff enforces disciplinary rules and procedures fairly and consistently among all students. Synergy Kinetic Academy’s administration ensures that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures are printed and distributed as part of the Parent/Student Handbook and clearly describe discipline expectations.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, suspension (including in-school suspension), and expulsion. Corporal punishment is not 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.

School administration may determine whether suspended students may remain on campus in an In-School Suspension (e.g., for a less severe offense) or whether the suspended students shall be excluded from all school and school-related activities (e.g., for a more severe offense). Such discretion is needed since stealing a pen is not as severe as stealing a purse, however, both fall under the offense of “stole or attempted to steal school property or private property.” Expelled students shall be excluded from all school and school-related activities.

A. Grounds for Suspension and Expulsion of Students

A pupil shall not be suspended or expelled unless the act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent of the school district or principal or occurring within any other school district. A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a School sponsored event 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. All school suspensions are discretionary and will be considered on a case-by-case basis.

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 of 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) 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.

n) 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.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) 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.

r) Made terrorist 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.

s) 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.

t) Caused, attempted to cause, threaten 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.

u) 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.
v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. “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 acts 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:

1. 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.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. 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.

w) 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).

x) 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 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 of no reasonable use to the pupil 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 or designee’s concurrence.
3. Discretionary Expellable Offenses: Students may be expelled 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 of 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) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

   l) Knowingly received stolen school property or private property.

   m) 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.
n) 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.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) 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.

r) Made terrorist 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.

s) 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.

t) Caused, attempted to cause, threaten 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.
u) 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.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act (defined as the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager) directed specifically toward a pupil or school personnel. “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 acts 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:

1. 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.
2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
3. Causing a reasonable student to experience substantial interference with his or her academic performance.
4. 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.

w) 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).

x) 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 or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled 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, 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 or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, onto 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

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by a Director or a Director’s designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director 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 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 defense.

This conference shall be held within two school days, unless the pupil 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 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, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date the student may return to school following the suspension. This notice shall state the specific offense committed by the student. If school officials wish to ask the parent/guardian to confer 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 Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. The maximum number of days is 20 days in a school year.

Upon a recommendation of Placement/Expulsion by the Director or Director’s designee, the pupil and the pupil's parent/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 or designee upon either of the following determinations: 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.

4. Appeal of Suspension

The parent/guardian of a suspended student may appeal the suspension decision within five (5) working days directly to the Director or Director’s designee. The Director or Director’s designee will expeditiously review the case with the parent/guardian and student in question within five (5) working days of receipt of the appeal. If the Director or Director’s designee determines that the student has not violated one of the offenses identified as grounds for suspension in the school’s charter petition, which is the same language as agreed to by the student and parent in the school’s parent/student handbook, or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. This process may be amended as the administrative structure changes with the growth of the School and will be defined in the Parent/Student Handbook. Final appeals are to the Chief Executive Officer (CEO) or the CEO’s designee and the CEO’s or CEO’s designee’s
decision will be final. The Board of Directors will not have any role in the appeals process with regards to suspensions.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing, if requested, to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Director or designee determines that the Pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded 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, time, and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the 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 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.

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 School or
the hearing officer. Copies of these sworn declarations, edited 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 days 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 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 person or panel conducting the hearing, 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 person conducting the expulsion hearing may also arrange the seating within
the hearing room to facilitate a less intimidating environment for the complaining
witness.

5. The person conducting the expulsion hearing 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 informed
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 person conducting the hearing may permit any one
of the support persons for the complaining witness to accompany him or her to the
witness stand.

7. If one or both of the support persons is also a witness, the School must present
evidence that the witness' presence is both desired by the witness and will be
helpful to the School. The person 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 courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the 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 Expulsion 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.

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. A recommendation 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 and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee 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 expelled 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 and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director or designee following a decision of the Board to expel shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student

2. Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with Synergy Kinetic Academy.

3. Term of the expulsion

4. Rehabilitation plan

5. Reinstatement policy and procedures

The Director or designee following a decision of the Board to expel shall also send written notice of the decision to expel to the student’s district of residence. This notice shall include the following:

1. Student’s name

2. Specific offense committed by the student.
J. Appeal of Expulsion

A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within twenty (20) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/guardian(s). In the case of expulsion, a fair and impartial Administrative Panel appointed by the Synergy Academies Board of Directors will hear the appeal, and its decision will be final.

K. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. 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.
ELEMENT 11 – RETIREMENT PROGRAMS

“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)

Process by Which Salaries, Benefits, Working Conditions and Items, i.e., Calendars, Holidays, Vacations, Work Day and Year will be determined

Synergy Academies’ Board of Directors and central office administration 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, staff, and parents) on these items. Employee salaries are determined on an individual basis based on education, experience, knowledge, and skills. The Board and central office staff regularly review the salaries and benefits to ensure that they are fair, reasonable, and within the School’s budget. Synergy Academies will offer a comprehensive benefits package (medical, dental, and retirement) for full-time employees. Synergy’s employees are at-will employees.

State Teachers’ Retirement System (STRS)

Any full-time certificated employees who are eligible will participate in the State Teachers’ Retirement System (STRS). Participating employees will contribute the required percentage, and Synergy Academies will contribute the employer’s portion required by STRS. Synergy Academies’ Director of Operations with our back office vendor 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 eligible non-certificated employees of Synergy Academies may elect to participate in the Public Employees’ Retirement System (PERS) if they meet the qualifications for participation set forth by PERS, and all non-certificated employees will participate in Federal Social Security. Both eligible employees and Synergy Academies will contribute the required percentages for these programs. Synergy Academies’ Director of Operations with our back office vendor (currently CharterWorks) 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 PERS.

Process for Resolving Complaints/Grievances and for Ensuring Due Process

Complaints regarding allegations of harassment or discrimination should be made pursuant to the specific policies addressing those issues. The purpose of this “Internal Complaint Review Policy” is to afford all employees of Synergy Academies the opportunity to seek internal resolution of their work-related concerns. All employees have free access to their immediate
supervisors or to other School administrators of their choice to informally express their work-related concerns.

Filing of Complaint

If complaints cannot be resolved informally, employees may file a written complaint with the Director of Operations as soon as possible after the event(s) that give rise to the employee’s work-related concerns. If an employee has a complaint against the Director of Operations, he/she may file a written complaint with the CEO or the Board of Directors as soon as possible after the event(s) that give rise to the employee’s work-related concerns. In either case, the written complaint should set forth in detail the basis for the employee’s complaint. The Chair of the Board of Directors can be reached via mail at P.O. Box 78999, Los Angeles, CA 90016 or via email at SynergyBoard@WeAreSynergy.org.

Investigation

An objective and timely investigation of all complaints which cannot be resolved informally will be undertaken. This includes meeting separately with the employee and with others who either are named in the complaint or who may have knowledge of the facts set forth in the complaint.

Synergy Academies will attempt to treat all internal complaints and their investigation as confidential, recognizing, however, that in the course of investigating and resolving internal complaints some dissemination of information to others may be necessary or appropriate.

Upon completion of the investigation, the Director of Operations, CEO, or Board of Directors shall report the finding(s) to the employee.

Non-Retaliation

If an employee has filed a complaint in good faith, the employee will not be disciplined or otherwise penalized for filing the complaint. If an employee believes that he or she is being retaliated against for filing a complaint, the employee should immediately notify the Director of Operations or Board of Directors.

Due Process

Employees will be afforded due process rights to the extent required by law.
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)

Synergy Kinetic 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 admissions forms that the 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.

* LAUSD Specific Language:
Pupils who choose not to attend Synergy Kinetic Academy may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13 – EMPLOYEE RIGHTS

“A description of the right 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)

Synergy Academies does not require any employee to work for Synergy Kinetic Academy. Employees of the District who choose to leave the employment of the District to work at the Charter School will have no automatic rights of return to the District after employment by the Charter School unless specifically granted by the District through a leave of absence or other agreement.

Sick or vacation leave or years of service credit at the District or any other school district will not be transferred to Synergy Academies. Employment by Synergy Academies provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.

* LAUSD Specific Language:
Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings.
ELEMENT 14 – DISPUTE RESOLUTION

“The procedure 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)

* LAUSD Specific Language: Mandatory Dispute Resolution

The staff and governing board members of Synergy Kinetic Academy agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and Synergy Kinetic Academy, 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 Synergy Kinetic Academy shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 PM 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 shall be addressed as follows:

To Charter School:  
Synergy Kinetic Academy  
c/o School Director  
c/o School Director/Principal  
P.O. Box 78999  
Los Angeles, CA 90016

To Director of Charter Schools:  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20th Floor  
Los Angeles, California 90017

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 – EMPLOYER STATUS AND COLLECTIVE BARGAINING

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code).” Ed. Code § 47605(b)(5)(O)

* LAUSD Specific Language:
Synergy Academies is deemed the exclusive public school employer of the employees of Synergy Kinetic Academy for the purposes of the Educational Employee Relations Act (EERA).

Synergy Academies shall comply with the EERA.
ELEMENT 16 – PROCEDURES TO BE USED IF THE CHARTER SCHOOL CLOSES

“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)

* LAUSD Specific Language: Revocation
The District may revoke the Charter if Synergy Kinetic Academy 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 School Act of 1992. The District may revoke the charter of the Synergy Kinetic Academy if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- Synergy Kinetic Academy committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- Synergy Kinetic Academy failed to meet or pursue any of the pupil outcomes identified in the charter.
- Synergy Kinetic Academy failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Synergy Kinetic Academy violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Synergy Kinetic Academy in writing of the specific violation, and give the Synergy Kinetic Academy 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.

* LAUSD Specific Language: Closure Action
The decision to close Synergy Kinetic Academy either by the Synergy Kinetic Academy governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

* LAUSD Specific Language: Closure Procedures
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board. Documentation of Closure Action
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Synergy Kinetic Academy will be issued by Synergy Kinetic Academy within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Synergy Kinetic Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Synergy Kinetic Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the school’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Synergy Kinetic Academy by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’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

The charter school shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

* LAUSD Specific Language: School and Student Records Retention and Transfer
Synergy Kinetic Academy shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

* LAUSD Specific Language: Financial Close-Out
After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

Synergy Kinetic Academy shall ensure completion of an independent final audit within six months after the closure of the 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 the charter school.

This audit may serve as the school’s annual audit.

The financial closeout audit of the Charter School will be paid for by the Synergy Kinetic Academy. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Synergy Kinetic Academy will be the responsibility of the Synergy Kinetic Academy and not LAUSD. Synergy Kinetic Academy understands and acknowledges that Synergy Kinetic Academy will cover the outstanding debts or liabilities of Synergy Kinetic Academy. Any unused monies at the time of the audit will be returned to the appropriate funding source. Synergy Kinetic Academy 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 the Synergy Kinetic Academy participates, and other categorical funds will be returned to the source of funds.

Synergy Kinetic Academy shall ensure the completion and filing of any annual reports required. This includes:

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 the 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.

* LAUSD Specific Language: Disposition of Liabilities and Assets
The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.
b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Synergy Kinetic Academy Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Synergy Kinetic Academy Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.
The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

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 the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File the final withholding tax return (Treasury Form 165).

e. File the 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 Synergy Kinetic Academy’s right to operate as a Charter School or cause Synergy Kinetic Academy to cease operation. Synergy Kinetic Academy and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have 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.

* LAUSD Specific Language: Facilities

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and
observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD 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 LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

- **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
  
  (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner
of the real property 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 those 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, unless the policy is approved by LAUSD.

* LAUSD Specific Language: Facility Status
The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

* LAUSD Specific Language: Occupancy of the Site
The charter petitioner or developer shall provide the District with a final Certificate of Occupancy issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

* LAUSD Specific Language: Health & Safety
The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm
* LAUSD Specific Language: Asbestos Management
The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

Synergy Kinetic Academy has already entered into a facilities use agreement with the District, effective July 1, 2011 ("Agreement"). To the extent any provision(s) of the District required language conflict with that Agreement, that Agreement shall control.
MISCELLANEOUS PROVISIONS

Budget and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. -- Education Code Section 47605(g)

See Appendix D for a detailed operational budget, including a multi-year budget projection and cash flow, and budget assumptions. These documents are based upon the best data available to Synergy Academies at this time.

The School shall provide reports to the District as follows, and shall provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year.

Administrative Services

Governing Law: The manner in which administrative services of the school are to be provided. – California Education Code Section 47605(g)

The Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g).

The Charter School shall be located at one site within District boundaries. The Charter School is currently located at 1420 E. Adams Blvd., Los Angeles, CA 90011, has 16 classrooms, office space, and currently shares the following with two LAUSD schools: P.E. lockers, outdoor track and field and playground space, cafeteria and outdoor lunch area, multipurpose room, library, and a campus-wide main office.

Transportation

Transportation to and from school is not provided by the School, except as required by law for students with disabilities in accordance with a student’s IEP.
**POTENTIAL CIVIL LIABILITY EFFECTS**

*Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).*

The Charter School shall be operated by a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

The corporate bylaws of Synergy Academies shall provide for indemnification of the Synergy Academies Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding or crime coverage to secure against financial risks.

The Synergy Academies Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
CONCLUSION

By renewing this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five-year term from July 1, 2013 through June 30, 2018.