



SYNERGY KINETIC ACADEMY

**Charter Renewal Petition
July 1, 2018- June 30, 2023**

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Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)¹
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)²
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
 - Charter School is a not for profit entity.
 - Charter School shall maintain a record of financial solvency and sustainability.

¹ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program

- Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
- In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District's waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
- As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.
- Charter School agrees to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the "opt out" procedures set forth in "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." A parent's "opt-out" decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

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

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD's ability to move Charter School's location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term "resident student" shall mean any student residing within the attendance boundary established by the District for the campus.

Element 1: The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School’s admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Public School Choice Service Plan for Students with Disabilities

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Christine Bradford
• The contact address for Charter School is:	1420 E Adams Blvd. Los Angeles, CA 90011
• The contact phone number for Charter School is:	323-846-2225
• The proposed address or target community of Charter School is:	1420 E Adams Blvd. Los Angeles, CA 90011
• This location is in LAUSD Board District:	2
• This location is in LAUSD Local District:	Central
• The grade configuration of Charter School is:	6-8
• The number of students in the first year will be:	480
• The grade level(s) of the students in the first year will be:	6-8
• Charter School's scheduled first day of instruction in 2018-2019 is:	August 6, 2018
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	480
• The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The bell schedule for Charter School will be:	7:50 am – 2:38 pm
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

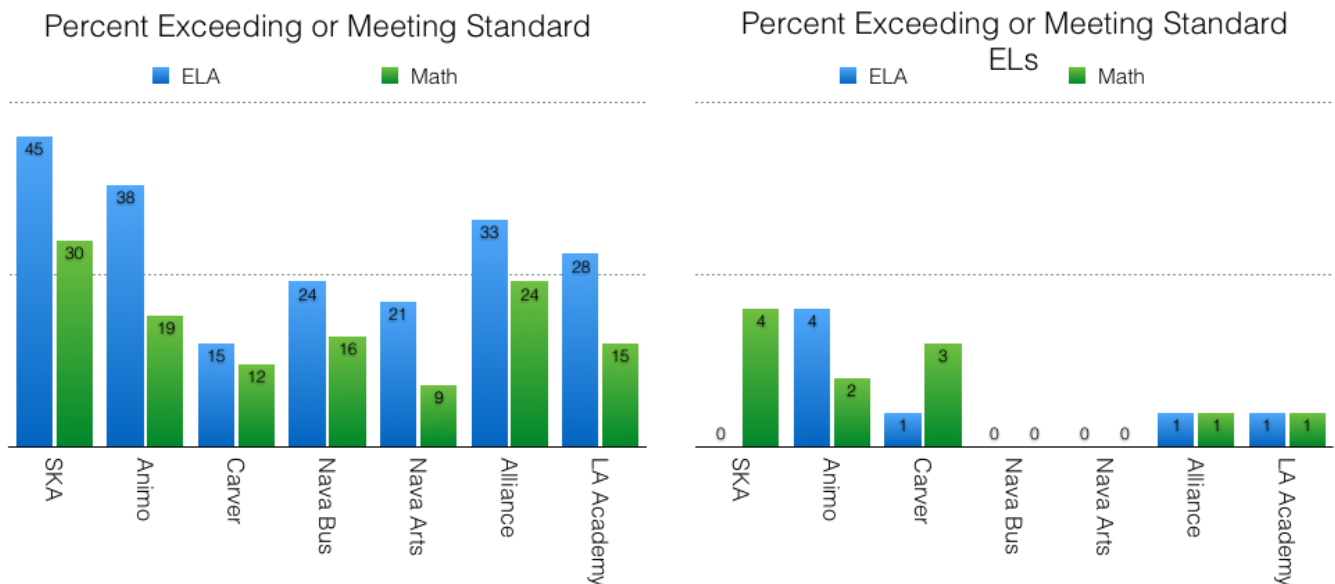
Community Need for Charter School

Synergy Kinetic Academy first opened in 2008 in the inner city of South Los Angeles in one of the lowest-performing areas of the Los Angeles Unified School District (LAUSD). The following statistics summarize some of the major demographics of the 90011 zip code, where SKA is located (based on data from city-data.org):

- 76% of the population have not graduated high school; 14% have a high school diploma or GED; 2% have a Bachelor's Degree
- 88% of the population's speak Spanish at home
- 73% of the population rent their homes
- 86% of the population is Latino; 14% is African-American
- 41% of families live below the poverty level

According to the CDE data on EdVoice.org, Synergy Kinetic Academy’s 2014-15 Smarter Balanced Assessment (SBA) results place SKA in the top 26% for English Language Arts and in the top 29% for Math in all of LAUSD (based on data from <http://scores.edvoice.org/ChartSbacSchools>). Based on CDE data, the following graphs show the percentage of students who scored “meeting the standard” or “exceeding the standard” on the 2015-16 SBA in English Language Arts (ELA) and Math for all students and significant subgroups in the seven middle schools serving grades 6-8 located in the 90011 zip code. Synergy Kinetic Academy’s numerically significant subgroups for the 2015-16 SBA were English Language Learners (ELLs), Socio-Economically Disadvantaged Students (SED), Students receiving Special Education Services (SPED) and Latino Students (Latino). The seven 6-8 middle schools located in the 90011 zip code are: Synergy Kinetic Academy (SKA), Animo Jefferson Charter Middle School (Animo), Carver Middle School (Carver), Julian Nava School of Business (Nava Bus), Julian Nava School of the Arts (Nava Arts), Alliance College Ready Middle Academy 12 (Alliance), and Los Angeles Academy Middle School (LA Academy). Comparison data for 2014-15 and 2015-16 follows the breakdown of the 2015-16 results.

2015-16 SBAC Scores for 6-8 Middle Schools in the 90011 Zip Code



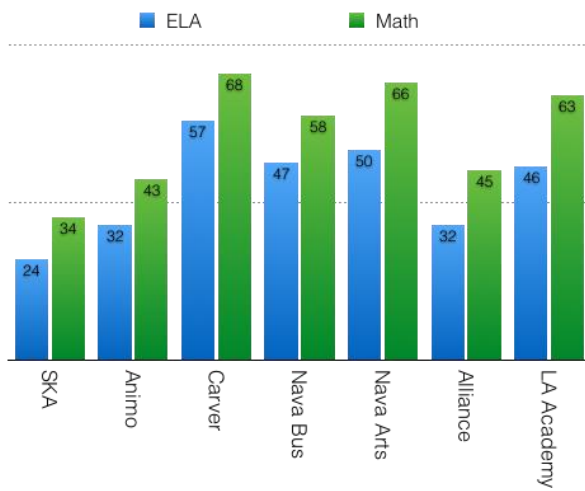


Even though Synergy Kinetic Academy was the highest-performing 6-8 middle school in its zip code based on the 2015-16 SBAC results, we are not satisfied with the percent of our students meeting or exceeding the standards, especially the results for our English Learner and Students with Disabilities subgroups. We are constantly self-reflecting on how we can do better, and we look forward to continuing to collaborate with LAUSD to share best practices and to support each other so that all of our schools can increase student achievement together.

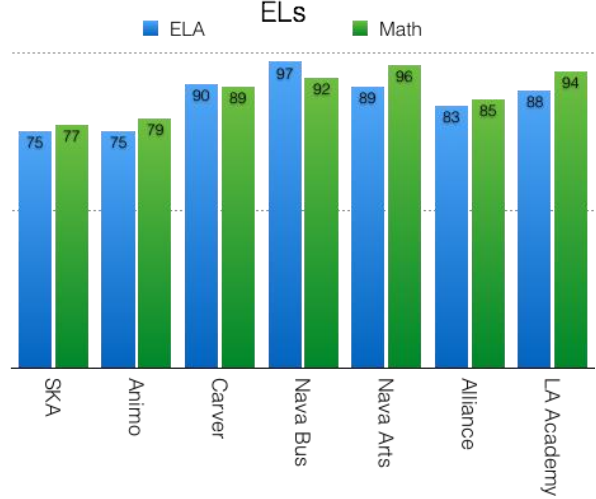
Meanwhile, one of Synergy Kinetic Academy's strengths is its ability to maintain lower percentages of students performing in the "not meeting the standard" category, that is the students who scored in the lowest category on the SBAC, as demonstrated in the following graphs. One way SKA monitors students' performance throughout the school year in order to provide immediate intervention to students at risk of falling into the "not meeting the standard category" is through the administration of the Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI), which will be described in more detail later in the petition.

2015-16 SBAC Scores for 6-8 Middle Schools in the 90011 Zip Code

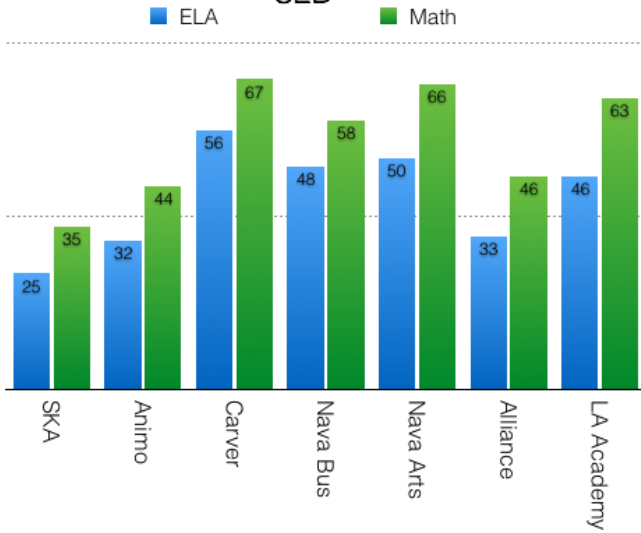
Percent **NOT** Meeting Standard



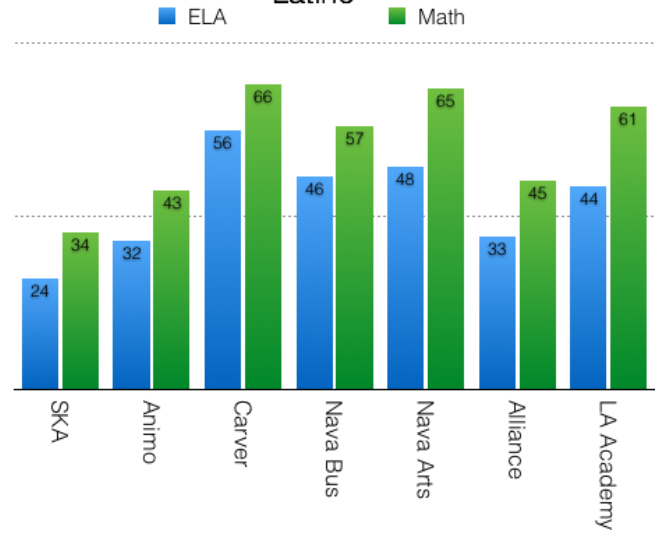
Percent **NOT** Meeting Standard



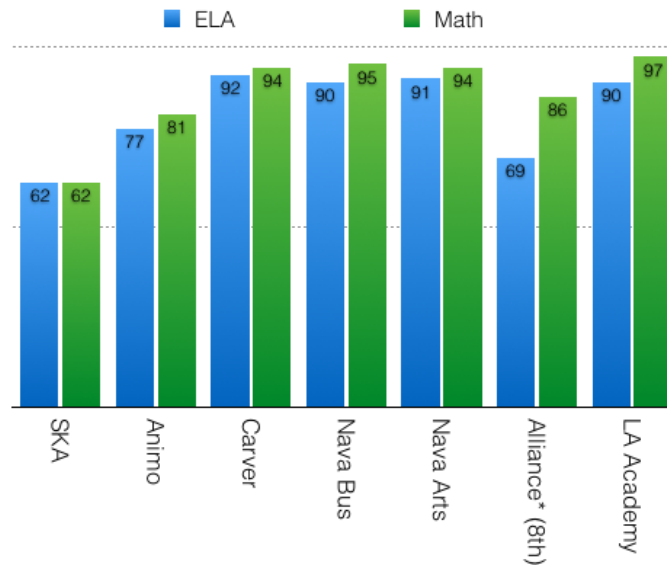
Percent **NOT** Meeting Standard
SED



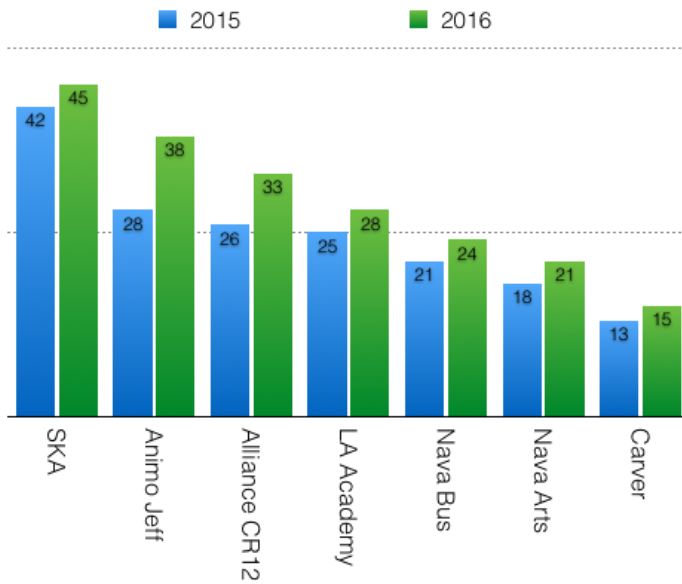
Percent **NOT** Meeting Standard
Latino



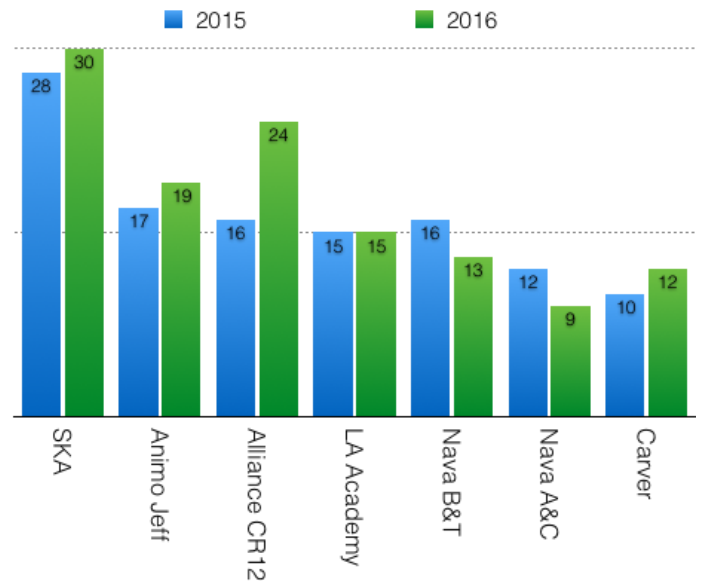
Percent **NOT** Meeting Standard
SPED



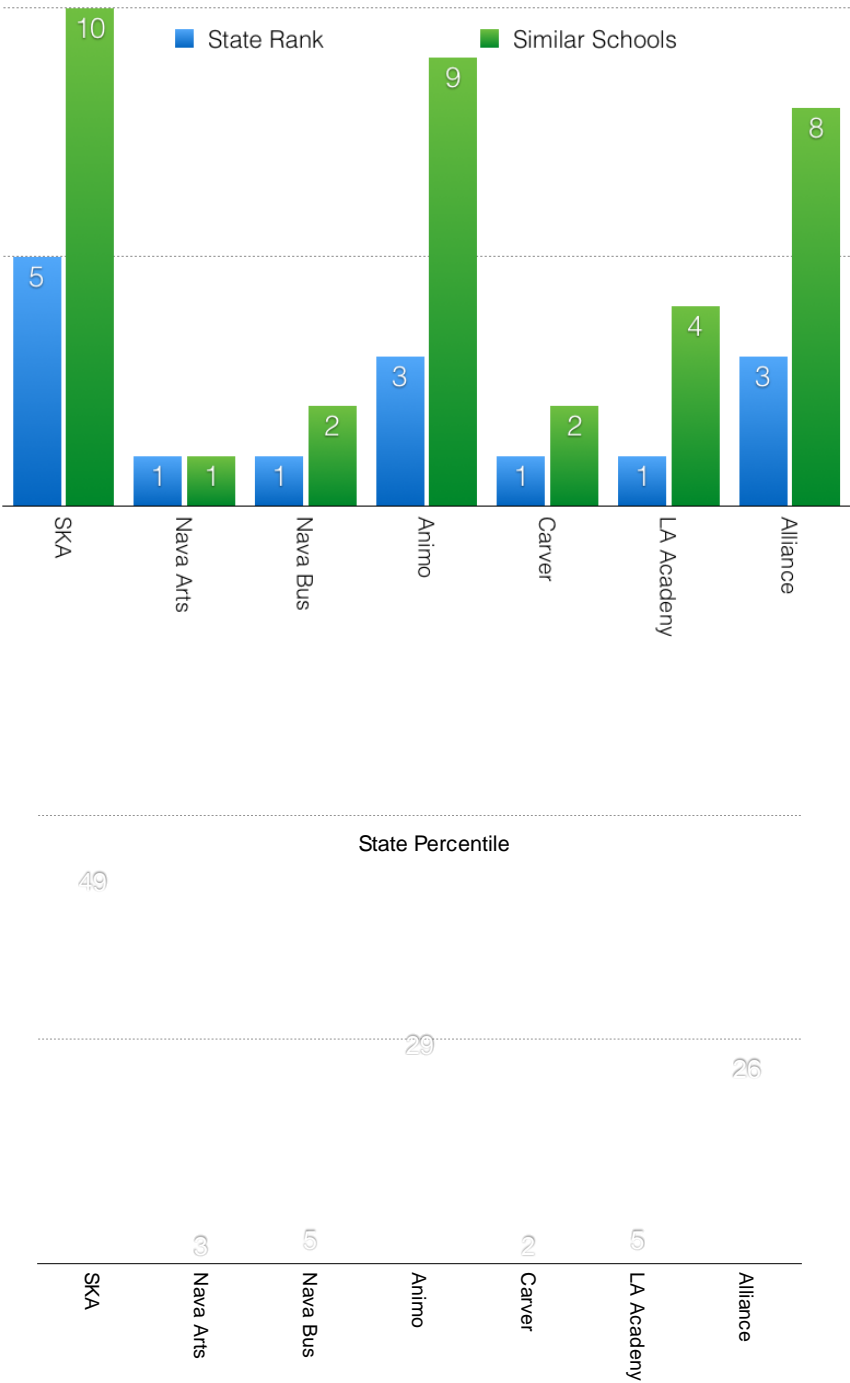
ELA Compare 2014-15 to 2015-16



Math Compare 2014-15 to 2015-16



According to the California Charter Schools Association Accountability Report (snapshots.ccsa.org/aar/), Synergy Kinetic Academy has a statewide ranking of 5, and a similar schools rank of 10 based on 2015-16 SBAC scores, the highest 6-8 middle school in its zip code. Its average point difference (ADP) is equivalent to a statewide percentile of 49, also the highest in the zip code.



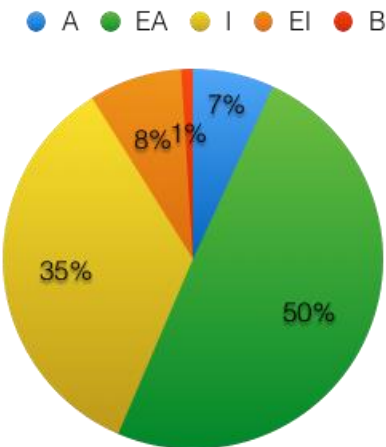
Since SKA’s last charter renewal, the California English Language Development Test (CELDT) results indicate that each year over 85% of SKA’s students scored above the Intermediate range. Both state data and internal data informed SKA’s Reclassified Fluent English Proficient (RFEP) rates for the following years:

2013-14: 25%
 2014-15: 22%
 2015-16: 11%
 2016-17: 19%

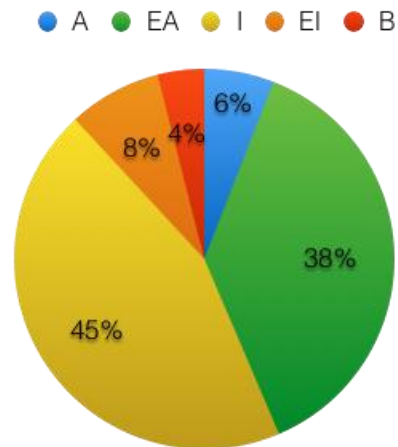
SKA's CELDT Scores

A = Advanced, EA = Early Advanced, I = Intermediate, EI = Early Intermediate, B = Beginning

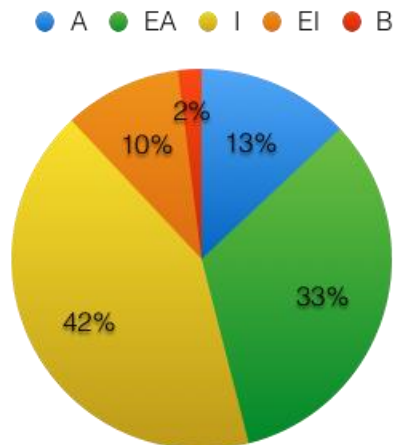
2015-16 CELDT Scores



2014-15 CELDT Scores



2013-14 CELDT Scores



Synergy Kinetic Academy also uses internal data and assessments throughout the year to gauge progress of its students and adjust instruction as needed. Students in grades 6-8 take the Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) three times a year. Beginning with 2017-18 school year, Synergy Academies will also implement the Northwest Evaluation Association's (NWEA) Measures of Academic Progress (MAP) Assessments three times a year to measure progress toward meeting the state standards in English Language Arts, Math, and Science.

Synergy Academies believes that our success is due in large part to the following aspects of our innovative program:

- Our unique organizational culture
- synERgy: An Emergency Response Approach
- Common sense approach that focuses on teaching the fundamentals in the context of a well-rounded curriculum
- Being efficiency experts
- Using technology to differentiate instruction
- Our integration of science, technology, engineering, and mathematics (STEM)

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 Academies’ parent once described, “synergy” occurs when we work together for a better outcome. Synergy Academies 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 Academies 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, Synergy Academies

POWER

- ❖ **Individual Value** (*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.

PRIDE

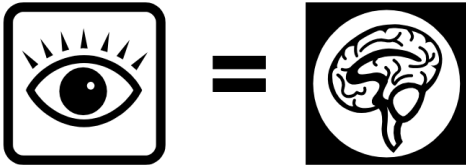
- ❖ **Integrity**
We are transparent, honest, and believe in the importance of building and maintaining trust.
- ❖ **Hard Work**
We have a strong work ethic, are good stewards of our resources, take initiative, hold each other accountable, and focus on continual improvement.

PURPOSE

- ❖ **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.

Additionally, Synergy Academies’ Scholar Lessons give students and adults a common language to discuss what it means and looks like to be both a good student and a good citizen. The following are just a few examples of the 20 scholar lessons posted in every room:

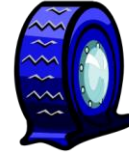
Eye contact = Brain contact



Do the right thing,
EVEN IF
no one is looking.



Self-monitor.



**Everything comes
with a cost.**
Consider the costs of your actions.



synERgy: An Emergency Response Approach:

Teachers and administrators at Synergy Academies 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 crisis response. At Synergy Academies, 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 one-on-one or small group instruction using differentiation strategies during class, as well as holding small class sessions after school and during breaks in the school year.

Common sense approach that focuses on teaching the fundamentals in the context of a well-rounded curriculum:

Synergy Academies 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 Academies' classrooms focus on four key strategies: fluency, academic language, schemas, and time on task. Fluency is essential to reading comprehension. Synergy Academies' 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 Academies' 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 Academies' 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 Academies' teachers aim to make efficient use of their classroom time. Synergy Academies' idea of time on task is that students have ample time for hands-on learning and practice. At Synergy Academies, 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.

Being efficiency experts

Synergy Academies attributes its success to highly efficient practices within its classrooms and organization at large. These efficiencies can be broken down into organizational efficiencies and instructional efficiencies.

Organizational Efficiency	Instructional Efficiency
School-wide procedures are documented and consistently implemented.	Synergy classrooms use consistent procedures to reinforce scholarly work and behavior.
Student free time before school and during lunch involves organized activities and procedures that are closely supervised.	Synergy teachers focus on maximizing students' time on task, increasing mental engagement and practice.
Expectations for students, families, teachers and other staff are documented, communicated, and consistently enforced.	Synergy intervenes when students need extra help to catch up to grade level with intervention support from the teacher in class, and after-school and summer intervention classes.
Synergy uses an Intervention model that involves teachers and administrators in the timely gathering and analyzing of data.	Synergy teachers focus on teaching fundamental skills, including syllabication and phrasing to increase reading comprehension in all subjects.

Our integration of STEM

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

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

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

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

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

SCIENCE: Students study physical, life, and earth sciences and understand the key concepts and principles within these disciplines and how they are interrelated. They use inquiry strategies to investigate and understand the natural world and use the processes that scientists use to obtain and revise knowledge. Students apply knowledge gained through the sciences by identifying human needs and concerns and engage the problem solving mindset to formulate possible answers.

TECHNOLOGY: Students will learn the appropriate skills and applications to be productive users of technology as well as gain the basic knowledge to understand the processes that created the technology they are using. They will understand the interdependency of technology and other disciplines and the relationships and impacts that technology has on individuals, society, and the environment. Learning focuses on seven key areas: Creativity & Innovation, Communication & Collaboration, Research & Informational Fluency, Critical Thinking, Problem Solving & Decision Making, Digital Citizenship, and Technology Operations & Concepts.

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

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

SYNERGY SYSTEM

Engineering thinking with a problem-solving mindset

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

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

COMMUNICATE.

Explain. Evaluate.
Make Connections.
Discuss.

ASK.

Explore. Notice.
Question.
Identify.

IMPROVE.

Rethink.
Adapt. Listen.
Analyze.

IMAGINE.

Brainstorm.
Research. Take Risks.
Consider.

CREATE.

Build.
Invent. Write.
Perform.

PLAN.

Illustrate.
Model. Outline.
Set Targets.

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

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

SCIENCE

Students design and conduct scientific investigations, and use the results to make real-world applications and generate further questions. They use appropriate tools and techniques to gather, analyze, and interpret data.



Synergy Kinetic Academy has shown success with its educational program in regards to meeting the specific needs of its student population, including to students in numerically significant subgroups such as Socio-economically disadvantaged students and Latino students, as evidenced by our 2015 SBAC results. Overall our students are performing in the top 15% for English Language Arts and in the top 13% for Math in all of the Los

Angeles Unified School District, and Socio-economically disadvantaged and Latino students are scoring well within the range of our school as a whole.

Academically speaking, Synergy Kinetic Academy's biggest challenge is making sure all of its students are reaching the level of academic proficiency required by the State and the implementation of the rigorous Common Core State Standards. Of course, this is the challenge for all California public schools and not just for SKA. Another challenge, not uncommon with all schools, is how to best serve our students who are English Learners and those students who are eligible to receive Special Education services. While we speak specifically to academics, we know that issues such as this must be looked at holistically. Adolescence is a critical time in our students' overall growth and development. Each day they face new challenges, while the skills and maturity necessary to handle each challenge well often lag behind. In addition to preparing our students academically, we want to equip them with the confidence and background knowledge to make good, sound decisions, use common sense, and become global citizens of good character. To improve in these areas, Synergy Kinetic Academy has implemented, or will implement, programs and/or strategies to address *academics, socio-emotional well-being, and parent involvement*.

Academics

- Synergy Kinetic Academy implemented the *Engage NY* English Language Arts curriculum in the 2015-16 school year and adopted *Go Math*, which was implemented in 2016-17. Both are aligned to the Common Core State Standards and will be discussed in further detail later in the petition.
- Beginning in 2016-17, our teachers have benefitted from the support of an English Learner specialist who has worked with a small group of LTELs to support their oral expression and reading comprehension. She has also provided professional development in second language acquisition, and in the planning for and writing of language objectives.
- Typically, about two-thirds of our incoming 6th grade students did not attend Synergy's elementary school. Beginning in 2017-18, SKA will increase resources and support for 6th grade students by adding academic aides to the classrooms and increasing push-in support from our Resource Specialist Teachers.
- For students who are significantly below grade level in reading and/or math as measured by the Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI), we offer Reading Success and Math Success classes in addition to students' grade level ELA and math classes. Classes are grade level specific and focus on building students' fluency in foundational skills. Both classes utilize a structured model of instruction that includes small group work, independent work, and technology components. Resource Specialist Teachers "push in" to the Success classes regularly, providing support to both special education and general education students alike, and lowering the student-teacher ratio.
- To increase consistency in Writing Instruction, all ELA and History teachers have implemented the use of Short Constructed Responses (SCRs) for writing. The SCR is a highly-scaffolded structure that supports students' written response to a prompt. History teachers use Document-Based Questions (DBQs) on a regular basis, to develop students' skill in interpreting and analyzing what they read, making a written claim, and citing evidence to support it. These common tools provide teachers and students with common language and expectations for producing quality writing.
- SKA will continue to implement Project Lead the Way (PLTW). Each science class engages in a 45-day specialized module, using curriculum developed by PLTW. These STEM-focused units vary by grade level. This year, our 6th graders learned Design and Modeling, during which they computer-designed and then built 3-D objects. Our 7th graders participated in the Medical Detectives module, which requires them to apply their knowledge of animal cells and DNA to solve a crime. Our 8th graders completed the Automation and Robotics unit during which they learned how to build, program, and control robots. These modules allow students to participate in relevant, real-world, hands-on STEM learning opportunities in an active and engaging way.

- As a STEM school, we continue to grow in our meaningful and relevant use of technology. Each classroom is equipped with a class set of iPads, laptops, or desktop computers, and teachers engage in ongoing learning, both formal and informal, to develop the most effective ways to use technology as a tool to support and expand student learning. Our Technology Department works under the guidance of a technology coach, who also supports our high school teachers. Together they have contributed to the development of a technology scope and sequence that outlines key competencies for each grade level. This type of collaboration and follow up ensures that we provide for our students a thoughtful and intentional technology curriculum that will prepare them for the demands of high school, college, and career. Our one-to-one technology initiative also allows teachers to differentiate their instruction by creating flexibility in grouping students by utilizing learning stations, independent groups, and whole class structures. Many of the software applications (IXL math, HMH Player, Kahoot!, etc.) also yield real-time data that teachers use to track student progress and analyze student data in a timely manner.
- Beginning in 2016-17, our science teachers have benefitted from the support of a science coach who has guided them in the interpretation of and planning for the rigor of the NGSS. She has helped them to incorporate the Claim-Evidence-Response (CER) framework, which structures the way students observe, think about, write about, and revise their thinking about scientific phenomena.
- Mandatory tutoring and Homework Lab are both offered as after-school interventions according to each student's level of need, informed by quarter and semester report card grades in core classes.
- Beginning in 2017-18 Synergy Academies will be working with the Critical Thinking Consortium to increase engagement and rigor in the classrooms. The Consortium will be providing on-site Professional Development as well as classroom coaching and lesson design assistance.
- Also beginning in 2017-18, SKA will be contracting with Math Solutions, founded by Marilyn Burns, to provide instructional coaching to our Math teachers with regards to making intentional decisions about implementing research-based instructional practices, reflecting on planning and instructional decisions, developing explicit questioning strategies to elicit student thinking and understanding, and making instructional adjustments as needed.
- Synergy Academies will continue to employ instructional coaches in Science and Technology integration to support teachers and classroom instruction.
- Beginning in 2016-17, Synergy implemented a Professional Learning Community (PLC) model to support teacher development. PLC meetings are teacher led and are grounded in student data and achievement. Professional Learning Communities (PLCs) are groups of teachers who meet regularly as a team to further their own professional growth and development, leading to improved student outcomes. Professional learning emphasizes that adult learning is a process that continues over time, extends into practice, and expects results for both educators and students.
 - In Professional Learning Communities, educators work together to clarify the following the following critical questions in order to ensure that all students learn at high levels:
 - What do we want all students to learn?
 - How will we know they have learned it?
 - What will we do if they do not learn it?
 - What will we do if they already know it?
 - What specific skill set and resources do I need as a professional educator to ensure improved student outcomes?

The goal is for PLCs to meet three times a month during the school's Professional Development time. Throughout the year, each PLC will determine its goals and action plans based on the needs and priorities of their PLC. During team meetings, PLC members should focus on one or more of the following topics throughout the year:

- Identify and clarify the essential learning outcomes or standards of their subject, grade, or course and build horizontal and vertical alignments when needed

- Developing common formative assessments designed to monitor the learning of each student in a timely and frequent manner
- Collaboratively analyze and use the results of assessments to:
 - Share and identify powerful instructional strategies
 - Reflect on and improve individual practice and the team's effectiveness
 - Build the team's capacity to achieve its goals
 - Intervene on behalf of students

In addition, PLCs may also analyze current levels of achievement, set achievement goals, identify essential and valued student learning, develop common formative and common summative assessments, share strategies, and research best practices. The expectation is that this collaborative effort will produce ongoing improvement in student achievement.

- SKA will continue to support and train teachers in engagement strategies from programs such as Teach Like a Champion and Kagan Professional Development.

Socio-emotional Needs

- Once per week our Assistant Principal and Family & Community Outreach Manager visit the homes of students about whom teachers or staff have a concern. Concerns range from attendance issues to poor grades, lack of academic progress, behavior concerns, or the overall welfare of the student or family. Home visits are designed to establish or improve communication between home and school, to engage parents and students in conversations about the student's success, to enlist parental support, and to offer any help to the family that our school is able to give. Home visits are critical in conveying to students and families the degree to which their success matters to us.
- Synergy Kinetic Academy implements the Second Step Curriculum during the Seminar/Advisory period. The *Second Step* program is a Tier 1, universal, classroom-based curriculum that teaches foundational social-emotional and self-regulation skills to all students, Early Learning–Grade 8. The *Second Step* program teaches specific skills that strengthen students' ability to learn, have empathy, manage emotions, and solve problems. With the ability to focus, listen, and stay calm and in control, students are better able to meet school-wide behavioral expectations and benefit from learning. Using resources from *Why Try* and *Project for Education Research that Scales (PERTS) Mindset Kit*, teachers can engage students during Seminar/Advisory and provide a specific time for teachers to instruct students on motivation and having a growth mindset. Other seminar topics include:
 - Synergy's Scholar Lessons
 - Time Management
 - Learning to Breathe mindfulness curriculum
 - Ever-Fi financial and digital literacy curriculum
 - NetSmartz online responsibility curriculum
 - Weekly Grade Checks via Illuminate's student portal
 - Get Organized Mondays (3 Mondays per month)
 - College & Career Mondays (1 Monday per month)
- SKA employs two full time counselors to work with our students on a variety of socio-emotional needs. Additionally, the Assistant Director, School Counseling, provides support to students and families, as well as Professional Development to staff.
- A Summer Bridge program is attended by incoming 6th graders to help them adjust to Middle School. The program focuses on providing socio-emotional guidance and support as well as the expectations of middle school.
- As described later in Element 10, SKA also uses Restorative Justice and a Positive Behavior Intervention Support system to reinforce and support positive choices students are making.
- For our students and their families, who need additional socio-emotional support and guidance, Synergy Kinetic Academy now employs a part-time Partnerships to Uplift Communities ("PUC") Counseling

Interns. These interns meet with students to provide both individual and small group counseling, as well as provide wraparound support for our families.

- Synergy Academies hired a School Psychologist to support the organization in 2015-16. The Psychologist is able to offer support to our students whose socio-emotional needs prove to be the greatest challenge.

Parent Involvement

- The Assistant Director, School Counseling will also concentrate her efforts on the Student Success Team (SST) process by helping to better identify those students who may be at risk for academic and/or emotional challenges. The goal is to start the SST process earlier and meet more regularly with parents to discuss strategies, goals, and growth.
- Beginning in 2016-17, Synergy Academies added the position of Family and Community Outreach Manager for the organization. The Family and Community Outreach Manager plans parent workshops and trainings, conducts home visits, and refers families to resources that are available in the community.
- Computer workshops and events, including the *Power My Learning* Family Learning Workshop, are available to parents so they can attain necessary skills (creating an email account, accessing the school's Parent Portal, etc.) to become more active in their students' education.
- Synergy's Parent Ambassador Program engages parents on how to advocate for their children, families, and communities to help bring solutions to problems they face in their own lives.

Student Population To Be Served

Synergy Kinetic Academy serves students in grades 6-8. Of these students, for the 2016-17 school year, our internal data indicates, 98% are Latino and 2% are African American; 12% receive special education services; 18% are English Learners; and 98% are socio-economically disadvantaged. The following is our 5-year enrollment plan:

Enrollment Roll-Out Plan					
Grade	2018-19	2019-20	2020-2021	2021-2022	2022-2023
6	160	160	160	160	160
7	160	160	160	160	160
8	160	160	160	160	160
Total	480	480	480	480	480

Goals and Philosophy

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

- To teach a stimulating and academically rigorous standards-based and research-based curriculum.
- To provide a strong foundation in STEM.
- To raise student achievement by enabling students to become self-motivated, competent, and lifelong learners.
- To develop critical thinkers and problem solvers.
- To empower families to take an active role in their children's education.
- To serve as a model school that leads the charge towards eliminating the achievement gap.

All of these goals combined enable all students, including academically low-achieving students, to become self-motivated, competent, and lifelong learners because they provide a solid foundation in academic content knowledge from which the students can build upon by continuing their education through college and beyond. They provide critical thinking and problem solving strategies so that students feel competent in solving different problems they may encounter throughout their lives. They empower students' families with tools to help their children continue their learning outside of Synergy 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 academically 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 for educationally disadvantaged students. The reason Synergy Kinetic Academy exists is to serve the needs of educationally disadvantaged students and to prove that these students can pursue the high standards set by the Common Core State Standards.

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

What It Means to Be an Educated Person in the 21st Century

In the 21st century, we live in a time of ever-increasing complexity. However, it is becoming easier to see that people can increase their ability to compete in society as well as to contribute to it by furthering their education. In addition to becoming problem solvers, Synergy 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 core curricular areas of language arts, mathematics, history-social science, science, and technology.
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 and be college and career ready upon graduating from high school.
5. The ability to use technology as a learning tool, a means of communication, and a forum for collaboration, leading to enriched learning experiences and better outcomes. Integrating technology into the teaching and learning process should not be an end in and of itself, but a means to amplify our instructional practice as well as build a more connected community among students, parents, and teachers. The overwhelming majority of jobs today require applicants to be tech literate. Sadly, research shows that the gap between the technological competency of students from low-income communities and those from more affluent communities is increasing. The consequences of this widening gap are dire. A lack of tech competency will result in a failure to attain higher-paying jobs.

How Learning Best Occurs

Learning best occurs:

1. When effective teaching occurs.
2. In safe environments that encourage risk-taking and learning from mistakes. This builds students' self-confidence and self-reliance and encourages them to try new approaches.
3. When instructional time is maximized and idle time is minimized.

4. When learning is scaffolded. Students can learn concepts that are quite complex as long as they have a solid framework and foundation to build upon.
5. When parents are actively involved. Parents are first and foremost their children's teacher at home and they must be actively involved in their children's learning.

Synergy Kinetic Academy's instructional methodology and philosophy brings 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. As described later in the petition, the different aspects of Synergy Kinetic Academy's foundational approaches provide opportunities to educationally disadvantaged students that were not previously available to them. They also contribute to educational reform for all students in general (not only within the Charter School community), as the foundational approaches and key strategies build upon the existing educational infrastructure, are transferable to other schools, and have a high degree of replicability.

Synergy Kinetic Academy's Schoolwide Learner Outcomes, listed below, describe our goals for enabling students to become and remain self-motivated, competent, lifelong learners.

Students demonstrate STEM knowledge by:

- Adapting to technological evolution.
- Modeling real world problems with mathematics and technology.
- Engaging in instruction and project-based opportunities to achieve mastery.
- Demonstrating technological and media literacy skills.

Students demonstrate PERSEVERANCE by:

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

Students demonstrate CRITICAL THINKING by:

- Applying reading, writing, listening and speaking strategies to real world situations.
- Listening and comprehending information, including paying attention, taking notes, and reporting accurately what was presented.

Students demonstrate verbal, written and technical COMMUNICATION by:

- Being persuasive, analytical, confident, clear, succinct, and professional.
- Being able to do scholarly research and discern credible sources.
- Articulating ideas in a formal presentation within class discussions.
- Being confident and able to support their ideas and point of views.

Students demonstrate PROBLEM SOLVING by:

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

Education Code 47605(b)(5)(A)(ii) Requirements

LCFF STATE PRIORITIES					
GOAL #1					
<i>By developing the whole child through a focus on life skills and developing a growth mindset, Synergy students and alumni will be well-rounded, competent, compassionate, and self-confident contributing members of society.</i>				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 6	
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal					
<ul style="list-style-type: none"> Additional school counselor and counseling interns Student activities and field trips Summer Bridge program for incoming students Teacher stipends for student government, clubs, activities, and assemblies. 					
Expected Annual Measurable Outcomes					
Outcome #1: Gallup Student Survey - Engagement: student results will meet or exceed national average. Metric/Method for Measuring: Gallup Student Survey					
APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	meet or exceed national average	meet or exceed national average	meet or exceed national average	meet or exceed national average	meet or exceed national average
Outcome #2: Gallup Student Survey - Hope: student results will meet or exceed national average. Metric/Method for Measuring: Gallup Student Survey					
APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	meet or exceed national average	meet or exceed national average	meet or exceed national average	meet or exceed national average	meet or exceed national average
Outcome #3: Maintain low suspension rates less than 5% Metric/Method for Measuring: CDE Suspension Data					
APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023

All Students (Schoolwide)	<5%	<5%	<5%	<5%	<5%
English Learners	<5%	<5%	<5%	<5%	<5%
Socioecon. Disadv./Low Income Students	<5%	<5%	<5%	<5%	<5%
Foster Youth	<5%	<5%	<5%	<5%	<5%
Students with Disabilities	<5%	<5%	<5%	<5%	<5%
Latino Students	<5%	<5%	<5%	<5%	<5%

GOAL #2	
<i>Goal: By engaging parents and families through parent education programs, the parents of Synergy students will demonstrate a deep understanding of the public education system and commitment to their child's education.</i>	Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6
	Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :

Specific Annual Actions to Achieve Goal
<ul style="list-style-type: none"> Family and Community Outreach Manager at HQ will conduct parent engagement activities including: home visits, Parent Ambassador Program, Parent Empowerment Workshops, and Full Day Parent Symposiums.

Expected Annual Measurable Outcomes																																										
Outcome #1: Percent of parents who rate school B or better on annual parent survey will be 90% or greater. Metric/Method for Measuring: Parent Survey																																										
<table border="1"> <tr> <th>APPLICABLE STUDENT GROUPS</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> <th>2021-2022</th> <th>2022-2023</th> </tr> <tr> <td>All Students (Schoolwide)</td> <td>90% or ></td> <td>90% or ></td> <td>90% or ></td> <td>90% or ></td> <td>90% or ></td> </tr> </table>	APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	All Students (Schoolwide)	90% or >	90% or >	90% or >	90% or >	90% or >																														
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Outcome #2: Family participation at parent conferences will be 80% or greater Metric/Method for Measuring: Parent Participation Rate at Parent Conferences																																										
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GOAL #3

<p><i>Goal: By empowering communities of learners through a focus on collaborative partnerships, Synergy stakeholders will embody and promote a growth-mindset and collaborate to continuously expand and refine their practices.</i></p>		<p>Related State Priorities:</p> <table border="0"> <tr> <td><input type="checkbox"/> 1</td> <td><input type="checkbox"/> 4</td> <td><input type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table>				<input type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6	
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<input type="checkbox"/> :														
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Specific Annual Actions to Achieve Goal														
<ul style="list-style-type: none"> • PD opportunities for CCSS, ELD, and content-specific pedagogy • 40 hours of paid planning time over the summer for teachers • Stipends for PLC facilitators and BTSA mentors 														
Expected Annual Measurable Outcomes														
<p>Outcome #1: Staff Survey—% of teaching staff answering Implementing CCSS is “underway” or “fully underway”</p> <p>Metric/Method for Measuring: Staff Survey</p>														
APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023									
All Students (Schoolwide)	ELA: 95% Math: 95% NGSS: 95%	ELA: 95% Math: 95% NGSS: 95%	ELA: 98% Math: 98% NGSS: 98%	ELA: 98% Math: 98% NGSS: 98%	ELA: 98% Math: 98% NGSS: 98%									
<p>Outcome #2: Staff Survey—% of teaching staff answering “somewhat prepared” or “fully prepared” to teach CCSS</p> <p>Metric/Method for Measuring: Staff Survey</p>														
APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023									
All Students (Schoolwide)	ELA: 95% Math: 95% NGSS: 95%	ELA: 95% Math: 95% NGSS: 95%	ELA: 95% Math: 95% NGSS: 95%	ELA: 95% Math: 95% NGSS: 95%	ELA: 95% Math: 95% NGSS: 95%									
<p>Outcome #3: Staff Survey—% of teaching staff answering “agree” or “strongly agree” they have materials to teach CCSS</p> <p>Metric/Method for Measuring: Staff survey</p>														
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GOAL #4																																															
<p><i>Goal: By creating problem solvers through a focus on learning experiences, Synergy students and alumni will be equipped with the skills and mindset necessary to persevere in the problem solving process by using the appropriate tools, techniques, and resources to identify, analyze, and find solutions.</i></p>				<p>Related State Priorities:</p> <table border="0"> <tr> <td><input type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> </table> <p>Local Priorities:</p> <table border="0"> <tr> <td><input type="checkbox"/> :</td> <td></td> </tr> <tr> <td><input type="checkbox"/> :</td> <td></td> </tr> </table>		<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 3	<input type="checkbox"/> 6		<input type="checkbox"/> :		<input type="checkbox"/> :																														
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Specific Annual Actions to Achieve Goal																																															
<ul style="list-style-type: none"> • 6 additional classroom aides, Director of STEM Education, and an Assistant Director to coordinate intervention and summer school • After school intervention and summer school • ELA and Math Intervention classes and three elective classes • Instructional Coaches for Science and Technology Integration • Director of Special Education and Student and Family Services and School Psychologist (shared by all 3 schools). • Instructional consultant for math • Assistant Director of School Counseling • Three RSP teachers, a DIS counselor, special education clerk, and services for students with special needs. 																																															
Expected Annual Measurable Outcomes																																															
<p>Outcome #1: Academic Indicator ELA: Medium to high status with a maintained or increased change on CA Dashboard for all students and subgroups.</p> <p>Metric/Method for Measuring: CA Dashboard</p> <table border="1"> <thead> <tr> <th>APPLICABLE STUDENT GROUPS</th> <th>2018-2019</th> <th>2019-2020</th> <th>2020-2021</th> <th>2021-2022</th> <th>2022-2023</th> </tr> </thead> <tbody> <tr> <td>All Students (Schoolwide)</td> <td>Medium to high status with a maintained or increased change.</td> <td>Medium to high status with a maintained or increased change.</td> <td>Medium to high status with a maintained or increased change.</td> <td>Medium to high status with a maintained or increased change.</td> <td>Medium to high status with a maintained or increased change.</td> </tr> <tr> <td>English Learners</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> </tr> <tr> <td>Socioecon. Disadv./Low Income Students</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> </tr> <tr> <td>Foster Youth</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> </tr> <tr> <td>Students with Disabilities</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> </tr> <tr> <td>Latino Students</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> <td>Same goal as above</td> </tr> </tbody> </table> <p>Outcome #2: Academic Indicator Math: Medium to high status with a maintained or increased change on CA Dashboard for all students and subgroups.</p> <p>Metric/Method for Measuring: CA Dashboard</p>						APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	All Students (Schoolwide)	Medium to high status with a maintained or increased change.	Medium to high status with a maintained or increased change.	Medium to high status with a maintained or increased change.	Medium to high status with a maintained or increased change.	Medium to high status with a maintained or increased change.	English Learners	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Socioecon. Disadv./Low Income Students	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Foster Youth	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Students with Disabilities	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Latino Students	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above
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Students with Disabilities	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above
Latino Students	Same goal as above	Same goal as above	Same goal as above	Same goal as above	Same goal as above
Outcome #3: EL Indicator :% of students who increased a level on CELDT or RFEP'd Metric/Method for Measuring: CA Dashboard					
APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
English Learners	Maintain blue or green status on CA Dashboard.	Maintain blue or green status on CA Dashboard.	Maintain blue or green status on CA Dashboard.	Maintain blue or green status on CA Dashboard.	Maintain blue or green status on CA Dashboard.
GOAL #5					
<i>Goal: Synergy will ensure that basic services are met including teachers are appropriately assigned in the subject area and for the pupils they are teaching, students have sufficient access to standards-aligned instructional materials, and school facilities are maintained in good repair.</i>				Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6	
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal					
<ul style="list-style-type: none"> • <i>Student books, instructional materials, and technology</i> • <i>Attract and retain high quality teachers, administrators, and staff</i> • <i>Clean and welcoming facilities</i> • <i>Consultants to support student learning</i> 					
Expected Annual Measurable Outcomes					
Outcome #1: Number of teachers NOT appropriately assigned will be zero. Metric/Method for Measuring: School Accountability Report Card (SARC)					

APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0	0	0	0	0
Outcome #2: Number of students WITHOUT access to standards-aligned materials will be zero. Metric/Method for Measuring: SARC					
APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0	0	0	0	0
Outcome #3: The number of instances where facilities NOT in “good repair” will be zero. Metric/Method for Measuring: SARC					
APPLICABLE STUDENT GROUPS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students (Schoolwide)	0	0	0	0	0

Instructional Design

Synergy Kinetic Academy’s stimulating and academically rigorous standards-based instructional program is site-based, and core classes are enrolled with approximately 34 students each. The Charter School operates during a traditional school year of 180 days. Teachers use a variety of whole group instruction, small group instruction, individual instruction, and independent practice. Synergy Kinetic Academy meets the required minimum annual instructional minutes required of charter schools for the grade levels served.

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

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

1. Power Over Words® and
2. Power Over Numbers®

These approaches help SKA’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.

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

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

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

1. Problem Solvers who are College and Career Ready upon graduating High School
2. STEM Leaders
3. Lifelong Learners

The following are additional details of SKA's four key strategies to teach a stimulating and academically rigorous standards-based curriculum:

1. Focus on Fluency – Synergy Academies believes that focusing on fluency is a key component to improving reading 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. The report of the National Reading Panel concluded that guided repeated oral reading procedures that included guidance from teachers, peers, or parents had a significant and positive impact on word recognition, fluency, and comprehension across a range of grade levels. These results also apply to all students—good readers as well as those experiencing reading difficulties. Fluency does not only relate to reading as we also focus on fluency in math. According to the National Council of Teachers of Mathematics, “procedural fluency is a critical component of mathematical proficiency. To develop procedural fluency, students need experience in integrating concepts and procedures and building on familiar procedures as they create their own informal strategies and procedures. Students need opportunities to justify both informal strategies and commonly used procedures mathematically, to support and justify their choices of appropriate procedures, and to strengthen their understanding and skill through distributed practice.”
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. The development of academic language and literacy is one of the most important factors in the academic success of English Learners and has been increasingly cited as a major contributor to gaps in achievement between ELs and English-proficient students (Anstrom et al., 2010; Francis, Rivera, Lesaux, Kieffer, & Rivera, 2006). 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 Academies' approach of using cognates to teach higher-level vocabulary. 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 Academies 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 will tie the rigorous curriculum to students' prior knowledge (schemas) in order to make the content standards more accessible. One of the ways to do this is through work with schemas, or mental structures that represent

content. Tools such as concept maps, word webs, and graphic organizers provide students with schemas that they can use to organize information (Guthrie, Wigfield, & Barbosa, 2004). These are scaffolds—temporary supports—that provide students with organizational systems for learning content.

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 Academies’ 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 Academies’ 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 Academies’ 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 brings together the best of different pedagogies. Synergy Kinetic Academy believes in setting high expectations for all students and in using multiple teaching strategies and scaffolding standards-based lessons to educate diverse learners. Additionally, the different aspects of SKA’s foundational approaches provide opportunities to educationally disadvantaged students. 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.

Curriculum and Instruction

Synergy Kinetic Academy teaches an academically rigorous curriculum that is aligned to the Common Core State Standards and the California state standards. While Synergy Kinetic Academy teaches a well-rounded core curriculum that includes the content standards for English Language Arts, mathematics, history/social science, and science, it also places a special emphasis on science, technology, engineering, and math (STEM). Visual and performing arts and world language standards are integrated across the curriculum.

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

English Language Arts

Core

Synergy Kinetic Academy’s curriculum for English Language Arts (ELA) is aligned with the Common Core State Standards (CCSS) for reading, writing, listening, and speaking. CCSS also requires a specific emphasis on text selection. Accordingly, our curriculum focuses on building on students’ ability to read increasingly complex texts with a greater focus on informational text than the past. Instruction includes the use of text dependent questions and tasks so that students will be able to read closely and find evidence to support the knowledge gained from texts. To support this effort, there is also a focus on explicit academic vocabulary instruction that readers will find in all types of complex texts from different disciplines. The ultimate goal is that students will be able to read at an appropriate level of depth and complexity as prescribed by the CCSS and as measured by informal and formal assessments.

Synergy Kinetic Academy's ELA curriculum addresses the CCSS writing standards by using scaffolded instruction to instruct students in narrative and informative writing, including writing arguments or informational reports from sources. Instruction requires students to use evidence to support their writing and students are given extensive practice with short, focused research projects.

To address the CCSS speaking and listening standards, Synergy Kinetic Academy's curriculum will give students opportunities to engage in discussions around grade-level topics and texts and let peers respond with questions and comments.

In English Language Arts, students are expected to read for pleasure as well as for information in the content area, identify author's purpose in writing, locate information from a variety of sources, construe literal meaning and plausible inferences, identify and understand the use of figurative language, use literature and poetry as a means of exploring a historical period, and use fluency and expression in oral reading. Students are also expected to write formally and informally on a variety of subjects, effectively use the writing process, and write clearly using standard English grammar, correct spelling, and punctuation for a final copy. Students write narratives, expository compositions, research reports, responses to literature, and compare/contrast compositions in accordance with the California Common Core State Standards for English Language Arts.

Synergy Kinetic Academy uses *Engage NY ELA* as the anchor for instruction in grades 6-8. Specific program goals included in *Engage NY* are:

- Building knowledge through content-rich nonfiction
 - Effective literacy instruction through the use of compelling topics which engage students in informational and literary texts, and emphasizes “author’s craft” in accordance with the rigor of the Grade 6-8 standards.
 - Students will build expertise about a topic and often share that expertise with classmates or a wider audience.
- Reading, writing and speaking grounded in evidence from text, both literary and informational
 - Students will use evidence, including students’ self-assessing learning, to ask strong text-dependent strategic questions as they read and do research for a real purpose.
 - Performance tasks require students to cite textual evidence, to revise their writing and critique their peers’ writing, and share their writing with a real audience.
- Regular practice with complex text and its academic language
 - Students are exposed to a wide range of increasingly complex texts to build background knowledge and interest.
 - Awakened curiosity gives students a purpose for reading; they are then challenged with increasingly complex texts.

Synergy Kinetic Academy employs the use of technology to supplement instruction in English Language Arts with the online educational program IXL. The primary focus of this program is to enrich, extend, and remediate grade-level English with a fun, hands-on, technology-based experience. This program is not geared towards students moving ahead or going faster. It’s about students learning more and going deeper into their current curriculum. With IXL, students can:

- Find unlimited practice problems specifically tailored to the standards and build mastery of specific standards and skills.
- Record the amount of time they spend practicing so that teachers can examine student progress and time spent on each skill.

IXL content is aligned with the Common Core state standards. While the focus of IXL is to help students practice the standards and to serve as a supplement to in-class instruction, the exercises also help students learn the content. As students complete problems, they are provided with instant feedback. If a problem is answered incorrectly, students are provided with a brief overview of the concept and an explanation of how to solve the problem. Since the skills are adaptive, IXL provides a way to differentiate instruction within the ELA content, offering easier practice for students with lower SmartScores and the ability to access higher-level skills for students who have already mastered grade-level standards. Students are exposed to a variety of question types, allowing them to apply the skill in multiple ways.

Mathematics

Core

Synergy Kinetic Academy began using Houghton Mifflin's *GO Math!* Common Core Edition in grades 6-8 beginning in the 2016-17 school year. *GO Math!* aligns with the Common Core State Standards through its focus on critical areas, content standards, and mathematical practices. It supports teaching and learning by incorporating the following instructional approaches:

- Writing to learn
- Math talk
- Problem-based instruction
- Using models and representations

The program provides students with numerous opportunities to write about and reflect on new mathematical concepts and the processes used to solve problems. Throughout, students are asked to write in responses to prompts that ask them to engage in thinking and reflection. Students use math talk to explain their approaches to problem solving, and describe the steps they take to arrive at solutions. Opportunities to write about mathematics appear in every exercise set.

Problem-based instruction provides the foundation for learning. The program is designed with lessons that begin with context-based situations and then build to more abstract problems. Throughout *GO Math!*, students are asked to think about the steps they need to go through in order to solve problems. Students are prompted to solve problems in different ways to develop a more thorough understanding of mathematical concepts. Students are taught a variety of problem-solving strategies, including:

- Go Deeper, Mathematical Practices
- H.O.T. (Higher Order Thinking) Problems
- Mental Math Problems
- Pose a Problem
- Real World Unlock the Problem
- Sense or Nonsense?
- Try This!
- What's the Error?
- What's the Question?

The curriculum also uses non-linguistic representations to convey mathematical ideas throughout. Students are asked to use pictorial representations to solve problems and are provided with graphic organizers to solve problems and make sense of new mathematical concepts. Using the program's technology component, students can use the iTools to solve problems with interactive digital manipulatives, and model and explore lesson concepts.

The curriculum may be modified or adapted by teachers with other materials to better meet the needs of students.

The following outlines the main objectives of each course offered:

Math 6 : The focus of this class is based on connecting ratio and rate to whole number multiplication and division, and using concepts of ratio and rate to solve problems; understanding division of fractions and extending the notion of “number” to the system of rational numbers, which includes negative numbers; writing, interpreting, and using expressions and equations; and, developing understanding of statistical thinking.

Math 7 : The focus of this class is based on understanding and applying proportional relationships; developing understanding of operations with rational numbers and working with expressions and linear equations; solving problems involving scale drawings and informal geometric constructions; working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and, drawing inferences about populations based on samples. Students who successfully complete this course and show mastery of the standards are typically recommended for Algebra 1 or Math 8 the next school year.

Math 8: This course prepares students for a full year of Algebra 1 in high school. This class includes all of the California Common Core Math 8 standards, including: formulating and reasoning about expressions and equations; modeling an association in bivariate data with a linear equation and solving linear equations and systems of linear equations; grasping the concept of a function and using functions to describe quantitative relationships; analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence; and, understanding and applying the Pythagorean Theorem.

Algebra 1: This class is a comprehensive examination of the Algebra 1 standards and covers a variety of topics at an accelerated pace with a focus on word problems and application of concepts. Content will be focused on real numbers, linear equations, polynomials, factoring, ratios, proportions, systems of linear equations, functions, inequalities, rational and irrational numbers, quadratic functions, and statistics. Students who successfully complete this course and show a mastery of all standards are typically ready for Geometry in 9th grade, although placement will depend on a high school’s Math Placement Policy.

Synergy Kinetic Academy employs the use of technology to supplement instruction in Mathematics with the online learning program IXL. The primary focus of this program is to enrich, extend, and remediate grade-level math with a fun, hands-on, technology-based experience. This program is not geared towards students moving ahead or going faster. It’s about students learning more and going deeper into their current curriculum. With IXL, students can:

- Find unlimited practice problems specifically tailored to the standards and build mastery of specific standards and skills.
- Record the amount of time they spend practicing so that teachers can examine student progress and time spent on each skill.

IXL content is aligned with the Common Core state standards. While the focus of IXL is to help students practice the standards and to serve as a supplement to in-class instruction, the exercises also help students learn the content. As students complete problems, they are provided with instant feedback. If a problem is answered incorrectly, students are provided with a brief overview of the concept and an explanation of how to solve the problem. Since the skills are adaptive, IXL provides a way to differentiate instruction within the mathematics classroom, offering easier practice for students with lower SmartScores and the ability to access higher-level skills for students who have already mastered grade-level standards. Students are exposed to a variety of question types, allowing them to apply the skill in multiple ways.

History/Social Science

Core

Synergy Kinetic Academy's History/Social Science curriculum is based on the California State Standards and incorporates the CCSS standards and incorporate the CCSS standards for English Language Arts to assist in developing literacy skills in reading, writing, listening, and speaking. Throughout middle school, students will have learned and be able to apply Common Core State Standards in their regular academic work. Students will accomplish this through various class lessons, exercises, and activities that challenge students to think critically about historical topics and be able to analyze and synthesize different forms of information.

This includes lessons that allow students to:

- Use primary and secondary sources to understand historical events.
- Learn and practice new content specific vocabulary.
- Understand the chronological order of events in history through cause and effect.
- Develop and practice argumentative and expository writing.

In 6th grade, students study the ideas, issues, and historical events beginning with early humans and covering great, ancient civilizations. This study of ancient history emphasizes the changes in history that brought about the development of communities and then of civilizations. The in-depth study of ancient civilizations includes Mesopotamia, Ancient Egypt, Ancient India, Ancient China, Ancient Israelites, Ancient Greece, and the Roman Empire. Students learn about life in ancient times and make connections between the past and the present. In 7th grade, the content stretches over 1000 years from the Byzantine Empire to Early Modern Europe. Students learn about different cultures, societies, and the people that lived in those places hundreds of years ago. Students learn about the past by exploring different historical perspectives to understand how history is created and preserved. They connect these histories to achievements and events in our present day world, and explore the similarities and differences between our past, present, and future. In 8th grade, students explore how the American Colonies became the United States. The exploration of the United States includes the Revolutionary War battlefields in the North, plantations in the South, the Sierra Nevada in the West, and transcontinental travel of the Atlantic Ocean in the East. Students understand that the history of the United States is made up of many people, many voices, and many dreams all coming together to create the country we live in today.

Students make use of technology in History/Social Science as they use the Internet to research topics, discover other perspectives, and gain a greater depth of knowledge on a particular subject. Students will also understand how to deem a source credible to cite as evidence.

Science

Core

Synergy Kinetic Academy's Science curriculum is based on the Next Generation Science Standards (NGSS) for California. Teachers deliver lessons using *STEMscopes* online science curriculum, *Pearson Science* textbooks, online resources, non-fiction literature, teacher-created materials, and *Project Lead the Way (PLTW) Gateway* engineering curriculum for grades 6-8. Students engage in science via exposure to real world concepts and cross-curricular themes, and will regularly apply critical thinking skills and test new ideas and hypotheses through experimentation. Specific content includes physical science, life science, and earth systems science. Students learn to explore the world around them through an inquiry-based approach. Across all grade levels, students ask questions, make observations and discoveries, gather data, analyze explanations, and communicate results and scientific arguments.

In 6th grade Earth Science, the concept of change is explored through the study of transformations of energy and matter. The standards present an integrated focus on the role of the sun's energy on Earth's systems, water in the environment, air and atmosphere, and basic chemistry concepts. A more detailed understanding of the solar system and space exploration is another focus of instruction. Natural resource management and its relation to public policy and cost/benefit tradeoffs are also introduced. In 7th grade Life Science, the curriculum emphasizes understanding changes, cycles, patterns, and relationships in the living world. Students build on basic principles by exploring cellular organization and classification of organisms; the relationships among organisms, populations, communities, and ecosystems; and, the transmission of genetic information from one generation to the next. In 8th grade Physical Science, the curriculum stresses an understanding of the nature and structure of matter and characteristics of energy. Major units of study include Chemical Building Blocks, Chemical Interactions, and Forces and Energy in Motion.

PLTW modules include Design and Modeling for 6th grade, Medical Detectives for 7th grade, and Automation and Robotics for 8th grade. In Design and Modeling students apply the design process to solve problems and understand the influence of creativity and innovation in their lives. Using Autodesk® design software, students create a virtual image of their designs and produce a portfolio to showcase their innovative solutions. In Medical Detectives, students play the role of real-life medical detectives as they analyze genetic testing results to diagnose disease and study DNA evidence found at a "crime scene." They solve medical mysteries through hands-on projects and labs, investigate how to measure and interpret vital signs, and learn how the systems of the human body work together to maintain health. In Automation and Robotics, students trace the history, development, and influence of automation and robotics as they learn about mechanical systems, energy transfer, machine automation, and computer control systems. Students use the VEX Robotics® platform to design, build, and program real-world objects such as traffic lights, toll booths, and robotic arms.

As in History/Social Science, in Science students also make use of technology as they begin to use the Internet to research topics, answer questions, and gain a greater depth of knowledge on a particular subject. Students will also understand how to deem a source credible to cite as evidence.

Reading Success

Non-Core

The Reading Success class is designed to meet the needs of students whose reading achievements are below the proficient level using the *Read 180/System 44* curriculum and assessment program. Rotations in class are used to raise student achievement and include an instructional software program (*Read 180/System 44*) that directly addresses individual need, independent reading (Reading Counts), and small group instruction. Each student is assigned an expected growth goal for the year, based on what each student's reading level is at the beginning of the year. *Read 180/System 44* is a comprehensive system of curriculum, instruction, assessment, and professional development to raise reading achievement of struggling readers. *Read 180/System 44* integrates principles of cognition and learning with practices for instructional effectiveness most suited for older struggling readers. The program is designed for students with disabilities, English language learners, and any student at risk of academic failure. The academic areas of focus are reading (including phonological awareness, phonics/word study, comprehension, fluency, vocabulary, and spelling) and writing (including spelling, sentence construction, and planning and revising). Students are assigned the Reading Success class based on a lexile level generated by the Scholastic Reading Inventory and take Reading Success in addition to their grade level English Language Arts class.

Math Success

Non-Core

Math Success is designed to address the needs of struggling students by building students' confidence with mathematics and accelerating their progress to algebra with the *MATH 180* curriculum. Designed for older

students who are two or more years behind in math, *MATH 180* focuses on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. The *MATH 180* scope and sequence is built around a focused and coherent curriculum that enables students to progress swiftly and successfully toward grade-level curriculum. *MATH 180* differentiates instruction by personalizing student software to build mastery and growth mindset for students through high-interest videos, guided practice, adaptive formative assessments, and a playlist of skill-based digital games designed to build fluency. The program accelerates learning by providing added support and practice where students need it, and fast tracking when students demonstrate mastery. Students can take ownership of their learning by monitoring progress and viewing recent achievements through the Student Dashboard. Students are assigned the Math Success class based on a quantile level generated by the Scholastic Math Inventory and take Math Success in addition to their grade level Math class.

Technology Classes

Non-Core

The 6th grade technology class, Technical Communications, is designed to develop a greater understanding of how to develop and integrate technology into presentations. Students will understand and demonstrate the basic aspects of presentational delivery; craft and deliver presentations that adhere to the basic components of effective speech writing, persuasive tactics, and visual aid mastery; and, successfully integrate technology to aid in their presentations. The technological tools covered in this course include: creating and sharing documents on Google Docs; writing professional emails and effectively using email to achieve a task; using Word, Pages and Google Docs in order to effectively write speeches; using basic slide show presentation programs such as PowerPoint, Keynote and Google Slides to effectively create visual aids to deliver a presentation; using basic spreadsheet applications to analyze and share data in order to persuade an audience; and, effectively using the internet as a research tool. The 7th grade technology class, Digital Citizenship, prepares students to use computer technology and digital media in an effective, creative, safe, and responsible manner. Students will learn how to utilize keyboarding, word processing programs, Internet-based collaborative tools, and digital media software. The primary focus will be what it means to be a good digital citizen and how to use technology efficiently, while gaining an understanding of Internet safety, cyber bullying (the proper use of electronic acts, and other social, legal and ethical issues that are related to the use of technology). In the 8th grade technology class, Web Design and Coding, students learn how to use programming languages HTML and CSS to create webpages. Students also use the JavaScript language and the Processing JS library to create fun drawings and animations.

Physical Education

Non-Core

Synergy Kinetic Academy's physical education department aims to develop students who are knowledgeable, skilled, practice positive character traits, exemplify good sportsmanship, and value an active lifestyle. We provide engaging and inviting activities that are developmentally appropriate using a differentiated approach where all students are capable of achieving success. Our vision is that our students will meet or exceed the California State Physical Education and Health Standards so that they can be knowledgeable in health, wellness, nutrition, and fitness.

The goals of the Physical Education Program are:

- All students will meet State Fitnessgram Standards.
- All students will participate in every activity to the best of their abilities 100% of the time.
- All students will demonstrate the 6 pillars of Character: Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship.
- All students will understand the benefits of health and wellness.

Gradual Release of Responsibility Model

Synergy Kinetic Academy's main method of instruction to deliver its curriculum is the Gradual Release of Responsibility model. The gradual release of responsibility model of instruction has been documented as an effective approach for improving literacy achievement (Fisher & Frey, 2007), reading comprehension (Lloyd, 2004), and literacy outcomes for English language learners (Kong & Pearson, 2003). The four interactive components of the gradual release of responsibility model are (Frey & Fisher, 2006):

- *Focus Lessons*: “I Do” - This component allows teachers to model their own metacognitive processes as active readers and learners. Modeled strategies focus on increasing understanding of content-area texts. Usually brief in nature, focus lessons establish purposes for reading and clue students into important learning objectives.
- *Guided Instruction*: “We Do” - During guided instruction, teachers prompt, question, facilitate, or lead students through tasks that increase understanding of a particular text.
- *Collaborative Learning*: “You Do It Together” - During the collaborative learning component in the gradual release of responsibility model, students consolidate their understanding of the content and explore opportunities to problem solve, discuss, negotiate, and think with their peers.
- *Independent Learning*: “You Do It Alone” - This component addresses the most important goal of good instruction—to provide students with practice in applying skills and information in new ways. As students transfer their learning to subsequent tasks, they synthesize information, transform ideas, and solidify their understanding. They become active readers and capable learners.

Other instructional methods and strategies include:

- *Inquiry-based learning*: An instructional model that centers learning on solving a particular problem or answering a central question. The cycle of inquiring has five steps: Ask, Investigate, Create, Discuss and Reflect.
- *Thinking Maps and Non Linguistic Representations*: Nonlinguistic representation and thinking maps enhance a student's ability to represent and elaborate on knowledge using mental images. Teachers and students use a variety of these including graphic organizers, sketches, pictographs (stick figures and symbols), concept maps, dramatizations, and flowcharts.
- *Kagan Cooperative Learning Structures*: Kagan Structures are simple, step-by-step instructional strategies that are designed to increase student engagement and cooperation. The basic principles of the structures are that the learning task promotes teamwork and students experience themselves as being on the same side, each student is held accountable for their individual contribution, students participate about equally, and many students are engaged at once.
- *Universal Design for Learning (UDL)*: UDL provides for flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged. It also reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.
- *The 5E instructional model*: This model describes a teaching sequence that can be used for entire programs, specific units and individual lessons and assists students in building their own understanding from experiences and new ideas. The 5Es represent five stages of a sequence for teaching and learning: Engage, Explore, Explain, Extend (or Elaborate), and Evaluate.

The instructional methodologies and curriculum, including instructional materials, described will support implementation and ensure student mastery of the California content and performance standards by bringing together the best of all pedagogy to meet the needs of each individual student.

As previously mentioned, we continue to grow in our meaningful and relevant use of technology. Each classroom is equipped with a class set of iPads, laptops, or desktop computers and teachers engage in ongoing learning, both formal and informal, about the most effective ways to use these tools to support and expand

student learning. Our Technology Department works under the guidance of a technology coach, who also supports our high school's teachers. Together they have contributed to the development of a technology scope and sequence that outlines key competencies for each grade level. This type of collaboration and follow up not only ensures that our students will be prepared to take computer-based state standardized assessments, but will also prepare them for the demands of high school, college, and career.

Academic Calendar and Schedules

The following is the proposed calendar for the 2018-19 school year:



Proposed Synergy Academies 2018-19 Calendar

July 2018						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2017						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2017						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

November 2017						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2017						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2018						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

February 2018						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2018						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2018						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

May 2018						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2018						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	30

	Instructional Days
	Instructional Days/Early Release
	No School
	No School/Office Closed

July 3: Independence Day
 September 3: Labor Day
 Oct 15-19: Fall Break
 November 12: Veteran's Day
 November 21-23: Thanksgiving Break
 Dec 17-Jan 1: Winter Break
 January 14: Martin Luther King Day
 February 18: President's Day
 April 15-19: Spring Break
 April 1: Cesar Chavez Day (observed)
 May 27: Memorial Day

The following schedule is the proposed bell schedule for 2018-19:

REGULAR BELL SCHEDULE	EARLY DISMISSAL	MINIMUM DAY (LAST DAY OF SCHOOL)
7:55-8:45 Period 1	7:55-8:39 Period 1	7:55-8:25 Period 1
8:49-9:39 Period 2	8:43-9:27 Period 2	8:30-9:00 Period 2
9:43-10:33 Period 3	9:31-10:15 Period 3	9:05-9:35 Period 3
10:37-11:17 LUNCH	10:19-11:03 Period 4	9:40-10:10 Period 4
11:21-12:11 Period 4	11:03-11:39 LUNCH	10:15-10:45 Period 5
12:15-1:05 Period 5	11:43-12:27 Period 5	10:50-11:25 Period 6
1:09-1:59 Period 6	12:31-1:15 Period 6	
2:03-2:38 Seminar/Advisory		

Annual Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	Yes	133	335	46	264	1	180			180	54000	56879	2879
7	Yes	133	335	46	264	1	180			180	54000	56879	2879
8	Yes	133	335	46	264	1	180			180	54000	56879	2879
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Professional Development

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 a four-year university or to pursue whatever educational path they choose. Thus, it is critical that the experiences, knowledge, and philosophies of personnel reflect this vision. 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 recruits and hires 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, résumés, references, and letters of recommendation.
- Conduct interviews and contact references.

Synergy Kinetic Academy uses an on-going program of professional development that engages in capacity building to ensure that teachers have the skills to deliver the Charter School's instructional program. SKA uses four approaches to developing and supporting its teachers:

- Coaching and Feedback Model
- Professional Learning Communities (PLCs)
- Traditional Professional Development
- Conferences and Outside Trainings

Coaching and Feedback Model:

SKA strives to create an atmosphere where all of our employees feel as if they are part of a team, that they are successful at what they do, and they are supported and listened to. As part of that goal, SKA implements a feedback and coaching model with respect to job execution and growth. Feedback and coaching consists of:

- Clarifying and setting goals by each employee
- Identifying training/resources to address goals
- Measuring and monitoring performance in relation to those goals based on observable evidence
- Addressing performance problems should they arise

Synergy Kinetic Academy believes that the coaching model is the most effective way to enhance organizational culture, team performance, and individual outcomes. As the landscape of education in the 21st century is rapidly changing and will no longer remain stagnant for lengthy periods of time, a culture of coaching will allow all employees to be at the forefront of effective strategies on innovation and performance. The level and frequency of coaching will vary depending on the needs and experience of the teacher ranging from a cycle of once a week to once a month. One coaching cycle will consist of a minimum 15-minute classroom observation, scheduled or impromptu, followed by a 30-minute coaching session to be scheduled and held within three days after the observation. During observations, coaches note the following aspects of classroom instruction that have a powerful effect on both teaching and learning on which to give feedback:

- Classroom Management
- Planning and Preparation for Student Learning
- Delivery of Instruction
- Monitoring, Assessment, and Follow-Up

Synergy Kinetic Academy also provides for new teachers who possess a preliminary credential to clear their credential through a Beginning Teacher Support and Assessment (BTSA) induction program.

Professional Learning Communities (PLCs)

PLCs are groups of teachers who meet regularly as a team to further their own professional growth and development, leading to improved student outcomes. In PLCs, educators work together to clarify the following critical questions in order to ensure that all students learn at high levels:

- What do we want all students to learn?
- How will we know they have learned it?
- What will we do if they do not learn it?
- What will we do if they already know it?
- What specific skill set and resources do I need as a professional educator to ensure improved student outcomes?

Throughout the year, each PLC will determine its goals and action plans based on the needs and priorities of their PLC. During team meetings, PLC members will focus on one or more of the following topics throughout the year:

- Identify and clarify the essential learning outcomes or standards of their subject, grade, or course and build horizontal and vertical alignments when needed
- Develop common formative assessments designed to monitor the learning of each student in a timely and frequent manner
- Collaboratively analyze and use the results of assessments to:
 - Share and identify powerful instructional strategies
 - Reflect on and improve individual practice and the team's effectiveness
 - Build the team's capacity to achieve its goals
 - Intervene on behalf of students

In addition, PLCs may also analyze current levels of achievement, set achievement goals, identify essential and valued student learning, and develop common formative and common summative assessments, share strategies, and research best practices. The expectation is that this collaborative effort will produce ongoing improvement in student achievement.

Traditional Professional Development

Traditional Professional Development is held to create an atmosphere of professional dialogue about various issues detailed in the proposed professional development calendar below. Synergy Kinetic Academy arranges for training from a variety of professional development providers in addition to using in-house expertise. Teachers and administrators lead professional development based on their personal teaching experiences, research, and observations.

The following is the proposed calendar of professional development topics for 2018-19:

August SBAC Data analysis; SMART goal setting	September Review Marzano strategies, Teach Like a Champion, and Kagan Cooperative Learning Structures	October Supporting Special Education Students, English Language Learners, Positive Behavior Supports	November Lesson Planning and Assessments: Ensuring lessons and assessments include questions and activities that cover all four levels of Depth of Knowledge	December NWEA Assessment Data and Reports
January SBAC Block Assessment Data analysis; SMART goal setting	February Teaching with Love and Logic	March Data analysis: Math- key standards to review	April Data analysis: ELA- key standards to review	May Reflect on year and plan for next year

Conferences and Outside Trainings

Synergy Kinetic Academy designates funds for staff to attend conferences and outside trainings as well. Teachers, administrators, and staff have attended a variety of conferences and trainings, such as Learning and the Brian, Creating Thinking Classrooms, Teaching a Growth Mindset and Grit, Management and Intervention Strategies, American School Counselor Association, Learning Forward, several NGSS Rollout Trainings, and Project Lead The Way. Staff are able to share their learnings with the PLC groups or during a whole staff Professional Development depending on what is appropriate.

Meeting the Needs of All Students

English Learners

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

Home Language Survey

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

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

If the answers to all four questions are English, the student is identified as an English Only Speaker (“EO”). If the answers to all four questions are a language other than English or a combination of English and another language, the student is currently assessed using the California English Language Development Test (CELDT), and will transition to the English Language Proficiency Assessments for California (ELPAC) to determine his or her proficiency in English. If the parent’s response to the first three questions on the home language survey is

English, and the response to the fourth question is a language other than English, then reasonable doubt may exist as to the student's home language. In this case, the Charter School's office staff must research the student's home language background using the following indicators, as well as consultation with the student's parent:

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

CELDT/ELPAC Testing

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

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

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

Strategies for English Learner Instruction and Intervention

Synergy Kinetic Academy is dedicated to serving the needs of its English Learners and supports them through an instructional program that reflects and prepares students for the rigors of the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and the California ELD Standards. Our support, which includes both designated and integrated approaches to English Language Development, is rooted in the following principles for ELL Instruction, derived from the Understanding Language Conference at Stanford University in 2012:

- Instruction provides opportunities for ELs to build both conceptual understanding of content and language proficiency simultaneously.
- Instruction values and leverages students' home language(s) (L1) and prior knowledge whenever possible.
- Instruction for ELs is standards-based, grade level appropriate, rigorous, and appropriately scaffolded.
- Instruction reflects students' current level of English proficiency and is designed to further students' progress in English.
- Instruction equips students with comprehension and language-use strategies necessary for their ultimate independence.
- Instruction includes frequent assessment of and feedback about students' content knowledge and academic language use and proficiency.

Designated ELD

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Synergy Kinetic Academy employs an EL Specialist who conducts designated ELD instruction for students at lower levels of English proficiency in a focused, small group setting at a designated time of day. She uses the California ELD Standards as the basis for each of the lessons she designs and delivers. In addition, English Learners who have the additional challenge of special education eligibility receive targeted academic language support from a Resource Specialist Teacher at a designated time each week.

Integrated ELD

Teachers provide English Learners with language instruction throughout the day that is intertwined with content learning, across all disciplines. This integrated approach to ELD instruction requires that Synergy Kinetic Academy provide regular professional development opportunities for our teachers, as all are responsible for both content and language instruction. Professional Development led by school administration, central office staff, and our EL Specialist focuses on interpreting and planning with the California ELD Standards and Framework, identifying the linguistic demands of a given content area, writing language objectives, scaffolding instruction, second language acquisition research, and incorporating SDAIE strategies.

The key features of integrated ELD instruction, along with our teachers' current practices are listed below:

Key Features of Integrated ELD	Our Teachers' Practices
Interactive and Engaging	Teachers utilize Kagan cooperative learning structures and other interaction strategies such as hand-up-stand-up-pair-up, text rendering, and "give one, get one" to give students opportunities to engage in relevant exchanges about text and content.
Meaningful and Relevant	Teachers incorporate quickwrites, journal prompts, student surveys, CNN student news, NewsELA and other technology-based tools to connect content to students' interests and current events.
Intellectually Rich and Challenging	Teachers provide students with high-level texts, primary source documents, technology tools, and inquiry-based tasks at higher DOK levels.
Builds on Prior Knowledge	To prepare students for new concepts, teachers link current learning to students' prior knowledge or past learning via Do Now tasks, class discussion, video excerpts, online resources, and Anticipatory Set or "hook" activities.
Intentional Scaffolding	Teachers know their students' ELD levels and intentionally design supports for students to access and comprehend challenging text or content. Scaffolds include sentence stems and frames, graphic organizers, visual supports, realia, and alternate and audio versions of texts.

Key Features of Integrated ELD	Our Teachers' Practices
Focused on Content Knowledge and Academic English	Teachers use ELD standards in conjunction with content standards to facilitate simultaneous content learning and academic language development. Teachers create appropriate language objectives that reflect English language structure and function, as appropriate for the language demands of a given lesson.
Value of Primary Language	Teachers value and draw upon, whenever possible, students' primary language as a connection to English structure and academic content. When necessary, teachers or staff provide primary language support.

Reclassification Procedures

Students in grades 6-8 will reclassify based on the following requirements:

- Annual CELDT/ELPAC Scores
 - Overall performance of 4 or 5 with sub scores of 3 or higher in all areas
- Teacher Evaluation
 - Report Card Grades of C or higher in English Language Arts
- Demonstration of Basic Grade-Level Skills
 - Scholastic Reading Inventory score of 800 and above in Grade 6, 850 and above in Grade 7, and 900 in Grade 8
- Parent Consultation and Notification

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

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

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

English Learners with significant cognitive abilities will be assessed using the Ventura County Comprehensive Alternative Language Proficiency Survey for Students with Moderate-Severe Disabilities (VCCALPS). This survey instrument may be used to assess language proficiency of students with disabilities characterized as moderate or severe. It is for students who, because of their disability, cannot access all or part of the ELPAC and

is designed for students who participate in the California Alternate Assessment (CAA). It assesses in all areas required by the California Department of Education, including listening, speaking, reading, and writing. It establishes levels in both the primary language as well as English.

Monitoring and Evaluation of Program Effectiveness

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

- Individual student improvement on the CELDT/ELPAC test from year to year
- Individual student improvement on the CAASPP from year to year in grades 3-11
- Individual student improvement on the Scholastic Reading Inventory ("SRI") from year to year in grades 2-12
- School-wide RFEP rate
- School-wide CAASPP sub group reports for grades 3-11

The results of this evaluation will drive our professional development needs, as well as inform us of the effectiveness of our materials and instruction to ensure we are meeting the needs of our English Learners.

Gifted and Talented Students and Students Achieving Above Grade Level

Identification

Gifted and Talented Students are identified upon enrollment based on enrollment information and prior school records. Students not yet identified upon enrollment can be referred for assessment based on proficiency on CAASPP assessment results, report card grades, and/or teacher referral. A Student Success Team meeting that includes the student and the parent will determine if the student will be eligible for testing.

Meeting the Educational Needs

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 Kinetic Academy's research-based curriculum is already academically demanding. Teachers use a variety of strategies to ensure that the needs of all students are being met, including high-achieving students, such as using different text levels for independent reading and guided reading instruction, appropriate and flexible grouping, and assigning challenge problems for early finishers.

Monitoring Progress

SKA uses its student information system to monitor the progress of gifted and talented students on all available external assessments such as CAASPP, CELDT/ELPAC, and at each reporting period based on subject grade performance as well as internal assessments such as the SRI and SMI.

Students Achieving Below Grade Level

Identification

Synergy Kinetic Academy uses assessments such as the SRI and SMI as a universal screening process to identify students who may be at risk of achieving below grade level. Additionally, teachers, administrators, support staff, and parents may identify students as needing additional interventions at any time or students can self-refer.

Meeting the Educational Needs

SKA meets the needs of these students using the three-tiered Response to Intervention (RTI) model. Tier one provides the primary prevention of more intensive interventions with high quality instruction that meets the needs of most students. A classroom teacher may identify students who need additional help and differentiate instruction in addition to implementing additional strategies. For students with low SRI and SMI results, or for students who are not demonstrating adequate progress with classroom interventions, that student may be referred for a Student Success Team (SST) meeting. By examining student health, attendance, work and study habits, behavior, and/or language needs, the SST will determine if and what tier two interventions are necessary to support academics and/or socio-emotional development. The SST can be comprised of teachers (both general education and special education), parents, administrators, and the student, and they are responsible for developing a plan for the student's progress. An action plan may include modifications and supports to be provided by the teacher, small group instruction within the classroom setting, after school tutoring and intervention, as well as other intervention strategies for families to implement at home and outside of school. If at the initial SST meeting, or during follow up SST meetings to discuss student progress, the team determines that a student should be assessed for a possible learning disability, then the SST team would refer the student for assessment. Tier III begins with a meeting where all information regarding Tier I and II interventions and outcomes are reviewed with the parent and next steps are determined. The team may decide to increase the interventions and accommodations outlined in the SST action plan. If the team decides to move forward with formal evaluations, consent is sought to evaluate if a child meets the criteria for receiving additional support with special education services or for a Section 504 evaluation, depending on the need.

The Reading Success class is designed to meet the needs of students whose reading achievements are below the proficient level using the *Read 180/System 44* curriculum and assessment program. Rotations in class are used to raise student achievement and include an instructional software program (*Read 180/System 44*) that directly addresses individual need, independent reading (Reading Counts), and small group instruction. Each student is assigned an expected growth goal for the year, based on what each student's reading level is at the beginning of the year. *Read 180/System 44* is a comprehensive system of curriculum, instruction, assessment, and professional development to raise reading achievement of struggling readers. *Read 180/System 44* integrates principles of cognition and learning with practices for instructional effectiveness suited for older struggling readers. The program is designed for students with disabilities, English language learners, and any student at risk of academic failure. The academic areas of focus are reading (including phonological awareness, phonics/word study, comprehension, fluency, vocabulary, and spelling) and writing (including spelling, sentence construction, and planning and revising). Students are assigned the Reading Success class based on a lexile level generated by the Scholastic Reading Inventory and take Reading Success in addition to their grade level English class.

Math Success is designed to address the needs of struggling students by building students' confidence with mathematics and accelerating their progress to algebra with the *MATH 180* curriculum. Designed for older students who are two or more years behind in math, *MATH 180* focuses on deep understanding and mastery of the essential skills and concepts necessary to unlock algebra and advanced mathematics. The *MATH 180* scope and sequence is built around a focused and coherent curriculum that enables students to progress swiftly and successfully toward grade-level curriculum. *MATH 180* differentiates instruction by personalizing student software to build mastery and growth mindset for students through high-interest videos, guided practice, adaptive formative assessments, and playlist of skill-based digital games designed to build fluency. The program accelerates learning by providing added support and practice where students need it and fast tracking when students demonstrate mastery. Students can take ownership of their learning by monitoring progress and viewing recent achievements through the Student Dashboard. Students are assigned the Math Success class based on a quantile level generated by the Scholastic Math Inventory and take Math Success in addition to their grade level Math class.

Monitoring Progress

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

Socioeconomically Disadvantaged Students

Identification

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

Meeting the Educational Needs

Given that typically over 95% of our students qualify for free and reduced price lunch, SKA operates a school-wide Title I program and its instructional methodology and program are carefully created and chosen with this population in mind. Synergy Kinetic Academy also designed its program so that all students will obtain access to the grade-level curriculum and there are also opportunities for students to obtain either intervention help during the regular school day or an accelerated curriculum during the regular school day for students who are ready for more challenging work. Additionally, after school intervention and/or summer school is provided for students who are academically behind. Synergy Kinetic Academy also plans multiple field trips throughout the school year in order to provide all students with firsthand experience outside of the classroom in order to strengthen their "cultural currency" that will enhance their understanding of their grade-level curriculum inside the classroom. Technology access for both students and teachers increases student engagement and allows our students to be not only consumers of technology, but producers as well. Parent education and involvement is encouraged and parents take an active role in the education of their child by attending a variety of events including our Parent Empowerment Workshops, Parent Teacher Conferences, and Informational Meetings.

Monitoring Progress

The progress of socio-economically disadvantaged students is tracked alongside our general performance monitoring of all students as well as individually using SRI and SMI results, external assessments such as the CAASPP and CELDT/ELPAC, and at each reporting period based on subject grade performance.

Students with Disabilities

The District Required Language contains all provisions necessary to address matters related to students with disabilities and special education.

Students in Other Subgroups

Synergy Kinetic Academy will identify foster youth, homeless, those experiencing housing instability, those experiencing personal/family crisis or those who have other special needs through the enrollment process, self-disclosure, teacher/family/staff referral, or interaction with the Department of Child and Family Services. The needs of these students are determined and met by working closely with educators, school personnel, social workers, probation officers, caregivers, advocates, juvenile court officers and community based organizations. A variety of services such as counseling, intervention, social skills groups, will be provided by the school or through community-based organizations.

Monitoring Progress

Student progress will be monitored using a variety of measures such as the SST process and the school's Student Information System, which will track students' class grades, attendance, benchmark scores, and all school-wide academic data. Progress will also be analyzed by teachers and school administrators during data analysis at the end of each reporting period.

"A Typical Day"

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 the core subjects of English Language Arts, Mathematics, Science, and History/Social Studies, in addition to non-core subjects including Physical Education and Technology. 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 7:45 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 7:55 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 my ability to do my best at all times.

I am responsible for my life and for all my actions.

I will listen, I will see,

I will speak, I will feel,

I will think, I will reason,

I will read, I will write . . .

I will do all of these things

With one purpose in mind . . .

To do my best and to not waste this day

For this day will not come again.

The Synergy Creed

At Synergy, we're all in this together

because together we are better.

We bring out the best in each other

and in ourselves

every day in every way.

During each 50-minute class period, students are engaged in a variety of learning activities. It is common to see students working together through the use of cooperative grouping strategies. In many classrooms students will be using technology, including iPads, laptops, and desktops, throughout the day to create published documents, engage in independent review and study, and communicate through a platform such as Google Classroom. Students who are significantly below grade level, as measured by the Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI) enroll in Reading Success and Math Success courses to build foundational skills using group work, independent work, and technology components. Resource Specialist Teachers "push-in" to Success classes, as well as core classes, to provide additional support to both special education and general

education students alike, and create an overall lower student-teacher ratio. The school day concludes with a 35-minute Seminar/Advisory class that focuses on non-academic topics, including character education to help students develop good citizenship and sound decision-making skills. Seminar/Advisory classes meet every day except Tuesdays, which is an Early Release day.

After school, students may remain on campus to participate in the after school program operated by After School All Stars, or one of the other after school activities coordinated by Synergy Kinetic Academy staff, including Homework Lab, Chess Club, Crochet Club, Sportsology, and Student Council. Synergy Kinetic Academy also partners with outside community-based organizations to provide unique extracurricular experiences for students. For example, a grant from the National Council of La Raza funds an after school service learning club, and a partnership with SLAM! Music Program offers weekly guitar, keyboard, and vocal classes taught by USC college students.

Element 2: Measurable Pupil Outcomes and Element 3: Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

PUBLIC SCHOOL CHOICE PERFORMANCE

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

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

Charter School’s performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

Measurable Goals of the Educational Program

Please refer to the LCFF State Priorities table in Element 1 for a description of the measurable goals and objectives of Synergy Kinetic Academy's educational program.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

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

Other Performance Targets

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

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

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 Assessment of Student Performance and Progress (CAASPP), the California English Language Development Test (CELDT)/English Language Proficiency Assessments for California (ELPAC), and the California Physical Fitness Test. SKA 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. 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's Student Information System and Data and Assessment platforms.

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 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 traditional letter grades, with the expectation that students must achieve a grade of C or better to pass each class.

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 Charter 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 elementary school career, helping to ensure that the

academic goals of the Charter School are met. Students' achievement data is also used by the school community to help establish, evaluate, and improve the Charter School's education programs and policies as well as to monitor the Charter School's progress toward meeting the set benchmarks.

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 on their reading and math skills using the Scholastic Reading Inventory (SRI) and Scholastic Math Inventory (SMI), respectively. 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 as described below 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. The SRI and SMI are administered 3-4 times a year to track student progress and growth. 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. Beginning in 2017-18 NWEA MAP Assessments will be administered 3 times a year.

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 include the CAASPP and end of the year publisher-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 Indicators on the California State Dashboard.

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

Assessment	Subject(s)	Frequency	Type
SRI	ELA	3 times per year	Formative
SMI	Math	3 times per year	Formative
NWEA MAP	ELA, Math, Science	3 times per year	Formative
SBAC Block Assessments	ELA and Math	2 times per year	Formative
CELDT/ELPAC	ELD	1 time per year	Summative
SBAC	ELA and Math	1 time per year	Summative
CAST	Science	1 time per year	Summative

Data Analysis and Reporting

Synergy Kinetic Academy regularly utilizes assessment data to make changes in the implementation of the educational program, professional development activities, and resource allocations. Basing decisions on student data is core to our decision making process and evaluation of the success of the decision.

Teachers implement a variety of formal and informal assessments to determine student achievement and use common planning time within subject areas and/or grade levels to calibrate both the assessments and expected outcomes. To measure student understanding throughout lessons, teachers use such strategies as exit tickets, short writing prompts, do nows, and fact tests. Assessments are modified and/or accommodations are provided to students with special needs in accordance with the student's IEP. All students are given an opportunity to retake a test or resubmit a paper or project to improve their grade and demonstrate progress or mastery toward the objectives or standards being taught.

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.

The Charter 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. 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 conducts an analysis of test scores, which 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 assessment data guides 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 based on the results of on-going assessment data.

Throughout the school year, parents are informed of their child's academic progress. Official progress reports and/or report cards are generated eight times a year. Teachers and counselors may send out interim progress reports as needed. Student Success Team meetings are also held throughout the school year with parents if their children are having difficulty meeting grade-level standards. Parents are invited to call teachers for private conferences whenever they have a concern about their child's progress. Parents are also able to access real time data regarding their child's attendance, assignments, and current grades through Illuminate's online grade portal and smartphone app.

As a result of Synergy Kinetic Academy's on-going 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.

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

Grading, Progress Reporting, and Promotion/Retention

Synergy Kinetic Academy middle school students will receive letter grades of A, B, C, or F. There are no "D's" and students must pass their classes with a letter grade of "C" or better.

Synergy Kinetic Academy holds parent conferences two times during the school year. Parents are given their child's report card during the parent conference and the final report card is sent home at the end of the year.

Promotion to the next grade level depends on the grades earned. Students who do not make satisfactory progress each year are at risk of being retained. If a student is recommended for retention, the school will maintain documentation that he/she has informed the student's parents in writing such as on the student's report cards and/or verbally informed the parents during a meeting or parent conference that the student may be retained. As explained in our Parent/Student Handbook, all retentions will be mandatory. This means that a student can be retained without parental consent. The purpose of retention is to help a child develop a more solid academic foundation from which they can build upon. Some goals of retention include:

- Strengthening a student's academic knowledge and skills
- Providing additional time and instruction for a student to meet grade-level standards
- Helping a student catch-up to master grade-level standards
- Developing a student's self-confidence in his/her academic abilities

Every family has the right to appeal a mandatory retention recommendation. The appeal must be submitted in writing within 7 calendar days of the date the retention recommendation was issued. The appeal must be submitted in person to an office staff member and the letter must be addressed to the Chief Executive Officer (CEO). The appeal must clearly state the grounds for the appeal. Within 14 calendar days, the Chief Executive Officer or the CEO's designee will review the documentation provided with the appeal statement. The response to this appeal will be rendered to the family no more than 7 calendar days from the review date. The family may request to meet with the individual(s) reviewing their appeal, but the family must still submit their appeal in writing within the designated timeframe described above. The Chief Executive Officer's or the CEO's designee's decision will be final.

Element 4: Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm’s length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm’s length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School’s public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

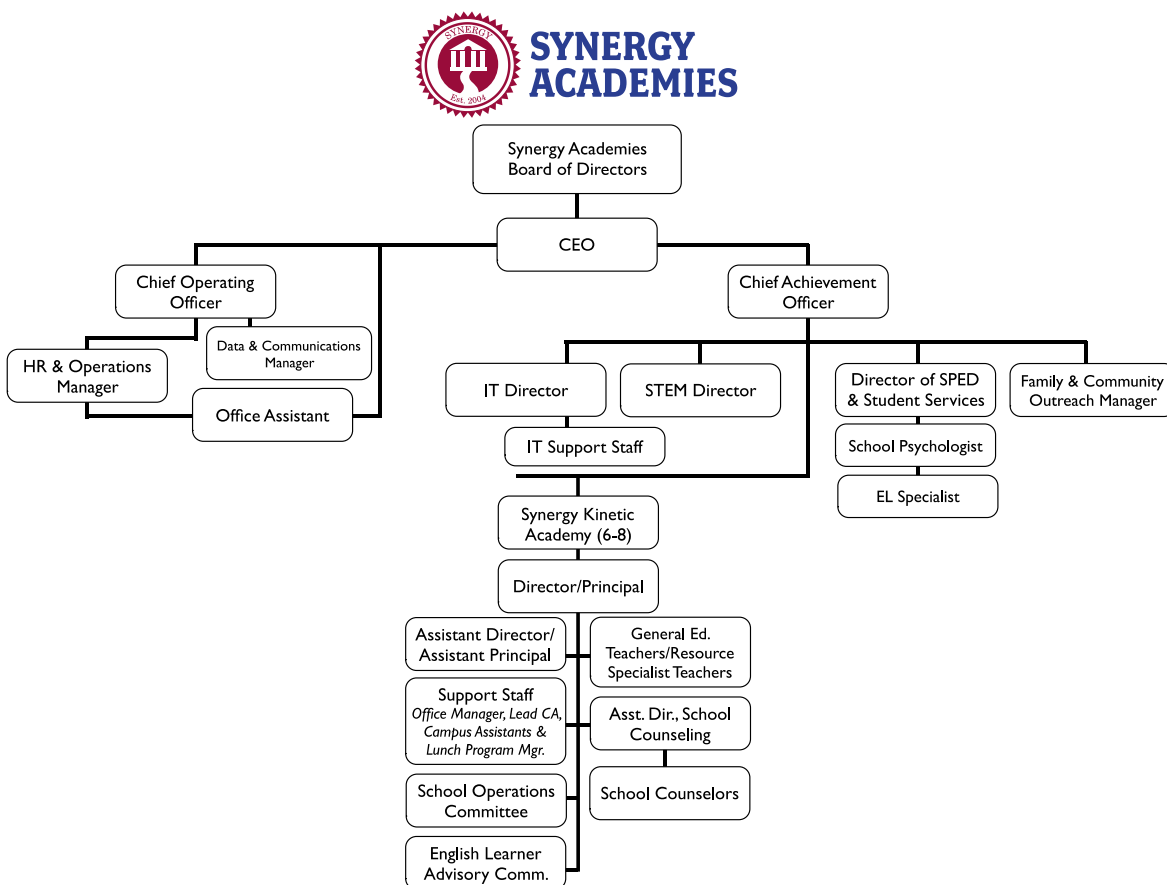
Non-Profit Public Benefit Corporation

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

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

Governance Structure

Below is the organizational chart for Synergy Kinetic Academy.



- Various committees of the Board may be created and will meet as needed or when required. Examples of Board committees that may be created are the Governance Committee, the Finance and Investment Committee, the Curriculum and Achievement Committee, the Audit Committee, and the Executive Committee.

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

annually by the Board. The meeting location, dates, and times will be noticed to the public in accordance with the Brown Act requirements.

Specific responsibilities for the Board of Directors include:

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

The Board may initiate and carry out any program or activity that is not in conflict with or inconsistent with any law and which is not in conflict with the purposes for which charter schools are established. The Board may execute any powers delegated to it by law, and shall discharge any duty imposed by law upon it and may delegate to an employee of Synergy's central office team and/or the Charter School any of those duties. The Board, however, retains ultimate responsibility over the performance of those powers or duties so delegated. The major roles and responsibilities of the executive-level employees are described in Element 5. The executive level employees consist of the Chief Executive Officer (CEO), the Chief Operating Officer (COO), and the Chief Achievement Officer (CAO). The CEO will serve as the main visionary of the organization and will work with students, graduates, families, staff, volunteers, donors, board members, community members, partner organizations, and Synergy schools' authorizer to support Synergy's schools and the organization's central office functions. The Chief Operating Officer is responsible for overseeing and managing Synergy's financial and operational health, including human resources, budgeting, financial reporting, procurement, payroll, audits, and compliance reporting. The Chief Operating Officer also serves as the organization's Secretary and Treasurer. The Chief Operating Officer's responsibilities and essential functions are subject to any direction or limitations determined by the CEO and/or Board. The CAO will serve as the main instructional leader of the organization. The Chief Operating Officer's responsibilities and essential functions are subject to any direction or limitations determined by the CEO and/or Board.

Governing Board Composition and Member Selection

Synergy Academies' Board of Directors ("Board of Directors" or "Board") consists of five (5) to twenty-five (25) members, as described in Synergy Academies' Bylaws. These members are selected to represent a diversity of backgrounds and are dedicated to the success of the Charter School. Since charter schools deal with a spectrum of issues, Synergy Academies seeks Board of Director members with a wide range of backgrounds, expertise, and experiences. These include knowledge in the fields of education, finance and accounting, law, business, outreach, fundraising, and marketing. Each board member elected by the Board shall hold office for a term of up to two years expiring on the second 30th of June occurring after the date the board member takes office. A board member elected by the Board may be re-elected for up to three additional consecutive two-year terms. A board member elected by the Board who has served four or more consecutive terms may not be re-

elected to the Board without a break of at least one year between terms of office, provided that the board member may be re-elected for additional consecutive two-year terms upon the vote of two-thirds of the Board.

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

Governance Procedures and Operations

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

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

- (a) At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of LAUSD in which the Charter School operates;
- (b) All votes taken during a teleconference meeting shall be by roll call;
- (c) If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- (d) All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;
- (e) Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- (f) The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

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

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

Stakeholder Involvement

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

Synergy Kinetic Academy believes that parents' and community members' voices are important and that they should contribute to the planning and design of the Charter School's programs and policies. Synergy Kinetic Academy has engaged in meetings with community members such as local business owners, residents, and community organizations such as A Place Called Home, an after school program that focuses on providing services to inner-city teenagers. Synergy Kinetic Academy continues to have parents, community members, and/or other school stakeholders to be involved in the planning, program design, and implementation of Synergy Kinetic Academy through its School Operations Committee meetings.

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

Since Synergy Kinetic Academy serves at least 21 or more English Learners, parents/guardians are also encouraged to participate in the Charter School's English Learner Advisory Committee (ELAC). The ELAC members are elected by the Charter School's parents during the first Title I meeting of each school year. Both committees meet quarterly and meeting times and agendas are announced via newsletters and flyers and are open to the school community and the public.

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

Parent and staff feedback is also obtained for Synergy Kinetic Academy's LCAP. The LCAP process includes the following: SKA's leadership team analyzes data to identify areas in need of improvement in order to draft the Charter School's LCAP targets. The draft of the LCAP is presented by the CAO or designee to parents during School Operations Committee and English Language Advisory Committee meetings. These meetings are open to any parents or family members who would like to attend. The draft LCAP is presented by the CAO or

designee to staff during a staff meeting. Based on feedback from these meetings, the LCAP is revised by the CAO or designee, if needed. The final LCAP is presented to the Board for approval. At the middle of each academic year, the CAO reports on the progress of the LCAP to the Board of Directors' Curriculum and Achievement Committee during an open, public committee meeting, and this committee then reports this information to the Board as a whole during an open, public board meeting. Board members and the public can provide feedback and/or recommendations during the open, public meeting.

Additionally, all Synergy Kinetic Academy parents/guardians are invited to share their views on various issues by attending parent meetings and events such as Breakfast with the Director/Principal, attending Board of Directors meetings, and completing parent surveys.

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

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

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

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

Element 5: Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

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

Synergy Kinetic Academy currently employs the following positions:

- Director/Principal
- Assistant Director
- Assistant Director, School Counseling
- Office Manager
- Lunch Program Manager
- Classroom Teachers
- Resource Specialist Teachers
- Counselors
- Lead Campus Assistant
- Campus Assistants (Levels I and II)

Synergy Academies currently employs the following central office staff to support all three Synergy Academies schools:

- Chief Executive Officer (“CEO”)
- Chief Achievement Officer (“CAO”)

- Chief Operations Officer (“COO”)
- Director of Special Education and Student and Family Services
- Director of STEM Education
- Director of Information Technology (IT)
- HR & Operations Manager
- Data and Communications Manager
- Family and Community Outreach Manager
- School Psychologist
- EL Specialist
- Information Technology (IT) Support Staff
- Office Assistant (Central Office)

The qualifications for Synergy Kinetic Academy’s employees shall be sufficient to ensure the health and safety of the Charter School’s faculty, staff, and pupils. Following are job descriptions and qualifications of personnel at Synergy Kinetic Academy and Synergy Academies’ central office support staff. All qualifications are required, except where otherwise noted.

Job Title: School Director/Principal

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Chief Achievement Officer

Essential Functions:

Instruction

Serve as the instructional leader of the SKA and work with the Assistant Director to ensure:

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

Safety and Supervision

- Ensures appropriate procedures are in place for discipline, supervision, and success team meetings.
- Creation of supervision schedule of Campus Assistants to ensure student safety.
- Collaboration with LAUSD campus partners to:
 - Share instructional practices
 - Provide for a safe campus
 - Oversee the campus' maintenance and operations
 - Review and update the campus' safety plan
 - Coordinate emergency drills
 - Coordinate campus-wide meetings and events
- Compliance and effectiveness of SKA's special education programs and services by working with the Director of Special Education and Student Services and the school site's Special Education team.

Parent Engagement and Student Activities

Supervise the Assistant Director, Student and Family Services to ensure:

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

Operations

Supervise SKA's office staff to ensure:

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

Maintain internal and external community relations

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

Qualifications:

- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do “whatever it takes” to help students, staff, and parents succeed.
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before.
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies.
- Works with attention to detail and is able to meet deadlines.
- Communicates well via both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- 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 High School.
- Demonstrates an in-depth understanding of and commitment to Synergy Kinetic Academy’s mission and vision.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.

Job Title: Assistant Director

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

- Help with instructional programs.
- Assist the School Director/Principal with evaluating and selecting instructional materials mentoring and supporting teachers, and facilitating staff meetings and staff development.
- Assist the School Director/Principal with supervising and evaluating teachers;
- Conduct ongoing classroom observations.
- Coordinate, implement, and troubleshoot appropriate supplemental enrichment and intervention programs, including computer based and online programs.
- Research and coordinate appropriate external professional development, guest speakers, and fellowship opportunities for teachers (i.e., CUE, ECCLA).
- Oversee the school’s Beginning Teacher Support and Assessment (BTSA) program.
- Oversee after school enrichment opportunities for students (i.e., Math Engineering Science Achievement).
- Coordinate and oversee the school’s in-house after school, intervention, Saturday school, and/or summer school programs.
- Serve as the main liaison between the school and any third party after school, Saturday school, and/or summer school providers or volunteers.
- Assist with the collection and analysis of data to drive student achievement and inform instructional practices.
- Help track the progress of student subgroups, including English Learners and students with special needs, and provide timely intervention.
- Help determine and communicate student promotion criteria with stakeholders and oversee implementation of the student retention policy.
- Coordinate local field trip logistics with teachers.
- Manage data and assessments.
- Manage systems and procedures to collect, analyze, and drive instruction with student achievement data, including managing data via Illuminate.
- Oversee parent conference logistics.

- Oversee school-wide formative and summative assessments, including coordinating and administering the SRI, SMI, CELDT/ELPAC, Common Core assessments, and Fitnessgram.
- Coordinate the communication of student information to parents via Illuminate's online parent portal.
- Prepare and confirm student academic achievement reports for local and state accountability purposes as well as for grants, staff meetings, and board reports.
- Assist with implementing and maintaining a strong positive school culture, including implementing key Synergy strategies such as Synergy's scholar lessons.
- Assist with the supervision of students on campus.
- 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.
- Assist teachers with appropriate behavior management techniques informed by adolescent development trajectories, trauma-sensitive practices, and culturally sensitive practices.
- 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.
- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Assist with the day-to-day operations of the school in accordance with school policies.
- Help maintain safety procedures to ensure campus security.
- Help organize and maintain important school documents.
- Help ensure that the school is in compliance with all applicable laws.
- Help supervise special events both on and off campus.
- Assist with other duties as needed.

Qualifications:

- Demonstrates an in-depth understanding of and commitment to support Synergy's mission, vision, policies, procedures, and charter petition.
- 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.
- Proficient in the use of computers, including but not limited to typing, word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- 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.
- Possesses strong organizational skills.
- 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.
- Able to work 7:30 a.m.-4:30 p.m. during the weekday as well as on evenings and weekends as needed.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.
- Possesses a clear California multiple subject or single subject teaching credential.
- Has either a Master's degree in education, an administrative credential, or at least two years of school leadership experience such as serving as a BTSA Support Provider, coordinator, or grade-level or subject matter chair at a school site.

- Has at least three years of teaching experience in a K-12 setting (elementary, middle, and/or high school).

Job Title: Assistant Director, School Counseling

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

- Oversees student counseling caseload and serves as main counselor on a middle school campus to assist students and families with socio-emotional, behavioral, and academic challenges via individual and group counseling, crisis intervention, suicide risk and threat assessment, and referrals to alternative programs and supports.
- Advises teachers and staff about behavioral interventions and support plans for students.
- Supervises and supports counseling interns.
- Coordinates student transition activities, including summer-bridge, to support students and families in the transition from elementary school to middle school and from middle school to high school.
- Supports each grade level's Student Success Team (SST) process, developing and implementing timely interventions and facilitating parent contact.
- Coordinates schoolwide student attendance incentive program.
- Identifies students with chronic tardiness or absenteeism and provides appropriate interventions, including making referrals to the SART team.
- Leads parent education workshops and connects families to community resources.
- Attends IEP meetings as needed.
- Assists with crises and emergency situations.
- Makes home visits as necessary.
- Helps enforce school policies and procedures, including the school-wide discipline plan.
- Assists with student supervision during lunch, transitions between periods, after school dismissal, and other supervision duties when needed.
- Serves as on-site administrator in the absence of School Director and Assistant Director.
- Assists with other duties as needed.

Qualifications:

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

- Possesses strong organizational skills.
- Able to work 7:30 a.m.-4:30 p.m. during the weekday as well as on evenings and weekends as needed.
- Able to lift heavy objects up to 30 lbs.

Job Title: Office Manager

Full Time, Non-Exempt

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

Office Operations

- Greet and assist students, parents, staff, and any visitors warmly and in a professional manner. Maintain appropriate visitor documentation.
- Type, translate, and distribute school correspondence including letters, memos, and weekly Newsletters.
- Answer busy phones, provide answers, take messages, and direct calls to the appropriate staff member;
- Assist in purchasing, receiving, and organizing supplies and materials.
- Prepare outgoing student mailings and distribute incoming mail.
- Manage substitute staff check-in and check-out.
- Maintain a clean and presentable desk space and office environment.
- Oversee the maintenance and upkeep of the school's printers, photocopy machines, fax machine, and scanners, including ordering toner, paper, and contacting maintenance as needed.
- Oversee OneCall phone message system to send important messages to families.
- Oversee the school's water bottle delivery service.
- Maintain and replenish the visitor sign in sheets and stickers at both the Welcome Center of the LAUSD school's main office and the Synergy school office.

Student Information and Data

- Support annual student recruitment, lottery, and enrollment process.
- Update student information in the school's Student Information System (Illuminate), including enrolling new students, withdrawing students, and preparing transcripts.
- Ensure confidentiality and security of workspace, files, and all information pertaining to students, parents, staff, and community.
- Coordinate, track, and document the collection and distribution of student cumulative records and transfer papers from both receiving and sending schools.
- Monitor access to students' cumulative records, including documenting access to records according to special education policies and procedures.
- Ensure that student records are locked up and secured each day.

Attendance

- Participate in the daily student attendance process by tracking tardies, absences, and medical leaves, verifying attendance taken by teachers, and updating attendance information in Illuminate.
- Assist in the preparation of monthly attendance reports.

Student and Family Relations

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

Other Responsibilities

- Attend to student needs and injuries, including maintaining the documentation of student first aid visits to the office.

- Assist with student supervision at school or on field trips when needed.
- Assist with the implementation of the School Safety Plan, including helping to replenish any emergency supplies on a regular basis.
- Assist leadership team with various tasks as needed.

Qualifications:

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

Job Title: Lunch Program Manager

Full Time, Non-Exempt

Compensation: Commensurate with experience

Supervisor: Chief Operating Officer

Essential Functions:

Lunch Program

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

Qualifications:

- Oral and written proficiency in English and Spanish.
- Strong working knowledge of Microsoft Word and Excel.
- Ability to type 35+ words per minute.
- Knowledge of student information systems, preferably Illuminate.
- Experience with managing and entering data.
- Detail-oriented individual who is willing to do what it takes to get the job done.

- Ability to multi-task in a fast-paced environment.
- Ability to take direction as well as take initiative.
- Positive, professional demeanor.
- High school diploma or equivalent required. Some college preferred.
- Coursework in computers, word processing, data management, file-keeping, etc., a plus.

Job Title: Teacher

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

- Demonstrate knowledge and support of Synergy Kinetic Academy's mission, vision, policies and procedures, and charter petition.
- Adhere to the California Standards for the Teaching Profession.
- Deliver instruction in order to carry out the instructional vision SKA.
- Plan lessons and implement classroom activities in accordance with the California State Content Standards and Common Core State Standards.
- Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students, SKA, and of the ESEA are met.
- Provide intervention and enrichment as necessary to address students' specific needs.
- Regularly track and report students' progress to the Director/Principal (via report cards, periodic assessments in language arts and mathematics, etc.).
- Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their students' education.
- Actively participate in staff development and weekly meetings.
- Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.
- Collaborate with other teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices.
- Provide a safe learning environment for students.
- Maintain high standards of student conduct, including implementing Synergy 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.
- Possess a valid Commission on Teacher Credentialing certificate, permit, or other document that includes an EL Authorization (if teaching a core subject).
- Possess positive communication and relationship building skills.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentation, e-mail, the Internet, and/or digital media.
- Demonstrate strong classroom management skills.

- Be familiar with the California State Content Standards (if still utilized), the Common Core State Standards, English Language Development Standards, and Next Generation Science Standards, as applicable.
- Possess an in-depth understanding of and commitment to the School's mission and vision.
- Able to lift heavy objects up to 30 lbs.

Job Title: Resource Specialist Teacher

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

- Demonstrate knowledge and support of Synergy's mission, vision, policies and procedures, and charter petition.
- Adhere to the California Standards for the Teaching Profession.
- Help oversee the school's special education program, including writing IEPs, monitoring SKA's compliance with students' IEPs, and holding IEP meetings.
- Deliver instruction in order to carry out the instructional vision of the school, which is to make sure that all of our students are college ready.
- Plan lessons and implement classroom activities in accordance with the California State Content Standards, Common Core State Standards, Next Generation Science Standards, and English Language Development Standards.
- Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students, the school, and any state or federal academic progress goals are met.
- Provide intervention and enrichment as necessary to address students' specific needs as stated in the student's IEP.
- Regularly track and report students' progress to the Director/Principal (via report cards, progress reports, periodic assessments, etc.).
- Provide students and their families with regular and timely information on classroom activities and student progress; find ways to involve parents/guardians in their students' education.
- Actively participate in staff development and weekly staff meetings.
- Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication.
- Collaborate with other teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices.
- Provide a safe learning environment for students.
- Maintain high standards of student conduct, including implementing Synergy's school-wide discipline plan and teaching Synergy's scholar lessons.
- Establish a culture of high expectations that include college preparation for all students.
- Effectively manage student behavior and organize classroom systems/procedures to ensure all students are fully engaged in learning.
- Maintain accurate student records, including attendance, in accordance with Synergy's procedures.
- Be proactive and initiate in helping out in any way needed.
- Perform other related duties as needed.

Qualifications:

- Have at least one year of prior teaching experience as a full-time or part-time teacher, substitute teacher, teacher intern, student teacher, and/or teacher assistant.
- Hold at least a Bachelor's degree.

- Possess a valid California Special Education Teaching Credential for mild to moderate disabilities or moderate to severe disabilities, and possess an autism certificate or is able to obtain this certificate before the first day of school. We will also consider candidates who hold an Intern Credential.
- Possess a CLAD or BCLAD certificate or has authorization to work with English Learners embedded in the teaching credential, or has an Emergency EL Authorization.
- Possess positive communication and relationship building skills.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and/or digital media.
- Demonstrate strong classroom management skills.
- Be familiar with the California State Content Standards, Common Core State Standards, Next Generation Science Standards, and English Language Development Standards.
- Possess an in-depth understanding of and commitment to the school's mission and vision.
- Able to lift heavy objects up to 30 lbs.

Job Title: Counselor

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: School Director/Principal

Essential Functions:

- Conducts individual and group counseling to support students with socio-emotional, behavioral, and academic challenges.
- Assists with student data analysis and monitoring activities, including tracking students' academic progress and providing timely intervention.
- Advises teachers and staff about behavioral strategies and interventions for students.
- Attends Student Success Team meetings and IEP meetings as needed.
- Leads parent education workshops and connects families to community resources.
- Plans for and promotes college and career awareness.
- Oversees implementation of school wide social emotional curriculum.
- Assists with student transition activities to support students and families in the transition from elementary school to middle school and from middle school to high school.
- Assists with crises and emergency situations.
- Makes home visits as necessary.
- Helps enforce school policies and procedures, including the school-wide discipline plan.
- Assists with student supervision during lunch, transitions between periods, and as needed.
- Assists with other duties as assigned.

Qualifications:

- Demonstrates an in-depth understanding of and commitment to support Synergy's mission, vision, policies, procedures, and charter petition.
- 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.
- Proficient in the use of computers, including but not limited to typing, word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Strong command of English and Spanish required, both written and oral.
- Communicates well using both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Possesses strong organizational skills.
- Able to work 7:30 a.m.-4:30 p.m. during the weekday as well as on evenings and weekends as needed.

- Able to lift heavy objects up to 30 lbs.
- Hold a Master's degree in Social Work, Psychology, or Counseling.
- Hold a credential in School Counseling, School Psychology, or Pupil Personnel Services.
- Have at least one year experience (full time, part time, or internship experience) at a school site or with a community-based organization.

Job Title: Lead Campus Assistant

Classification: Full Time, Non-Exempt

Supervisor: School Director/Principal

Essential Functions:

Managerial Support

- Assign duties and provide leadership to Campus Assistants under direction of School Director/Principal
- Prepare yard and multipurpose room (MPR) in accordance with scheduled activities
- Support school site leadership team with daily routine, special schedules, activities and needs as they arise

Student Supervision

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

Records Management

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

Student and Family Relations

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

Office Assistance

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

Qualifications:

- Oral and written fluency in English and Spanish a plus
- Positive communication and relationship-building skills
- Strong organizational skills

- Proficiency in Microsoft Word and Excel
- Able to lift heavy objects up to 30 lbs.
- Positive attitude and friendly demeanor
- Willing to take initiative and be a team player
- High school diploma or equivalent and AA degree or 2 years of study at an institution of higher education

Job Title: Campus Assistant Level I

Classification: Part Time or Full Time, Non-Exempt

Supervisor: School Director/Principal

Essential Functions:

Student Supervision

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

Student and Family Relations

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

Office Assistance

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

Other Responsibilities

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

Qualifications:

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

Job Title: Campus Assistant Level II

Classification: Part Time or Full Time, Non-Exempt

Supervisor: School Director/Principal

Essential Functions:

Instructional Support

- Provide instructional support and behavioral support to students in both general education and special education classrooms, in small and large group settings.
- Serve as a Program Support Adult as needed to students with special needs.

Student Supervision

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

Records Management

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

Student and Family Relations

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

Office Assistance

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

Other Responsibilities

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

Qualifications:

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

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Synergy Academies Board of Directors

Essential Functions:

- Provide institutional support and memory for organizational effectiveness.
- Supervise the Chief Achievement Officer and Chief Operating Officer.
- Work closely with the Chief Operating Officer 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.
 - Find facilities for all Synergy campuses for both short-term and long-term solutions.
 - Coordinate the five main areas needed for facilities development:
 1. Architect
 2. Construction management
 3. Financing
 4. Legal
 5. Political support (e.g., City Council, LAUSD, etc.) and Consultants
- Work with the Chief Achievement Officer to plan and implement ongoing professional development to improve school leader quality, including assisting with the summer leadership training academy.
- As a member of the executive leadership team, make key decisions related to Synergy Academies' strategic plan.
- Negotiate contracts and agreements with vendors and other organizations.
- Attend Synergy Academies' Governing Board of Directors meetings and serve as the main liaison between Synergy Academies' staff and Synergy's Governing Board of Directors.
- Work with Synergy Academies' Governing Board of Directors and senior leadership team to set organizational priorities and determine how the organization's overall performance will be assessed.
- Assist with the recruitment and selection of staff.
- Assist with content for charter and grant applications.
- Represent Synergy Academies to the broader education, business, and non-profit community.
- Establish relationships with businesses, foundations, and community organizations and leaders.
- Assist with other duties as needed.

Qualifications:

- Experience with multiple aspects of managing an organization, including but not limited to the management of:
 1. human resources (including employees and volunteers),
 2. financial resources, and
 3. material resources (including furniture, equipment, textbooks, school supplies, etc.).
- Familiar with budgeting, accounting, and fiscal management of an organization.
- Experience with team leadership, supervision, and staff development.
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Strong oral and written communication skills, including experience writing and obtaining grants and experience speaking in public.
- At least three years of experience in education administration, business, or non-profit management.
- Prior experience with program evaluation.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.

- Possess an advanced degree, preferably in business, public administration, or education, i.e., an MBA, an MPA, or a Master of Education degree.
- Prior experience serving on and/or reporting to a Board of Directors.
- In-depth understanding of and commitment to the School's mission and vision.
- Able to lift heavy objects up to 30 lbs.

Job Title: Chief Achievement Officer

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: CEO

Essential Functions:

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

Qualifications:

- Experience with multiple aspects of managing an organization, including but not limited to the management of:
 1. human resources (including employees and volunteers),
 2. financial resources, and
 3. material resources (including furniture, equipment, textbooks, school supplies, etc.).
- Strong teaching background with a track record of assisting educationally disadvantaged students in obtaining high levels of academic achievement.
- Familiar with budgeting, accounting, and fiscal management of an organization.
- Experience with team leadership, supervision, and staff development.
- Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Strong oral and written communication skills, including experience writing and obtaining grants and experience speaking in public.

- At least three years of experience in program development or administration, preferably in an educational setting (experience in teacher leadership positions may be acceptable).
- Prior experience with program evaluation.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Experience in curriculum development.
- Possess an advanced degree, preferably in education, e.g., a Master of Education degree, and/or an administrative credential.
- At least three years teaching experience in more than one grade.
- Possess a valid Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold that includes EL Authorization.
- Prior experience serving on and/or reporting to a Board of Directors.
- In-depth understanding of and commitment to the school's mission and vision.
- Able to lift heavy objects up to 30 lbs.

Job Title: Chief Operating Officer

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: CEO

Essential Functions:

- Manage Synergy's fiscal operations:
 - Serve as Corporate Treasurer of Synergy Academies
 - Provide oversight of all back-office services that are contracted out to vendors
 - Oversee payroll and compliance with all laws and regulations related to payroll
 - Review all payments made, including invoices and credit cards
 - Advise back-office service providers on any needed journal entries
 - Review bank account reconciliations prepared by back-office service provider
 - Administer and monitor budgets, including monitoring actual income and expense vs. budget
 - Monitor cash flow
 - Provide financial data to state and local governments (e.g., LAUSD).
 - Prepare and submit financial reports as required and review for accuracy prior to distribution
 - Interface with independent auditors
 - Prepare and present financial reports to Synergy's Board
 - Confer with school personnel to provide information and/or resolve problems relating to financial transactions incurred at the school(s)
 - Regularly review Synergy Academies' financial and accounting policies and procedures for appropriate internal controls, compliance with legal requirements, and conformity with best practices
- Assist with Synergy's fundraising and grant-writing efforts:
 - Monitor grant account activities and balances to ensure adherence to agency restrictions
 - Prepare financial information as part of grant applications
 - Assist with budget preparation for grant proposals
 - Assist with Synergy's schools' fundraising efforts such as helping to reconcile money collected with actual items sold for the fundraiser
- Manage Synergy's human resources and benefits:
 - Oversee hiring, evaluation, discipline and dismissal of employees in accordance to school policies
 - Prepare and revise employee manuals and other HR documents as needed
 - Oversee selection of benefits broker and specific benefits offered to employees

- Serve as liaison between benefits vendors and employees
- Ensure Synergy's compliance with applicable laws and conformity with best practices in its human resources activities
- Train all Synergy staff on HR policies and procedures
- **Oversee Insurance and other Risk Management Programs**
 - Lead the selection of insurance vendors for property, general liability, and worker's compensation insurance
 - Provide assistance to school staff when reporting any claims
 - Assist the schools in reducing risks of injury and other possible claims through proactive interventions
 - Coordinate any required training related to risk management
 - Manage all inspections required by Synergy's insurance vendors
- **Provide support to operations at all Synergy Academies campuses**
 - Coordinate and lead regular training sessions for Operations, Office, and Nutrition Program staff
 - Provide support in the hiring of Operations, Office, and Nutrition Program staff
 - Work with Operations staff as needed to review attendance reporting policies, student data management, etc.
 - Monitor the accuracy of attendance reporting and other compliance reporting on each campus
- **Manage the organization's E-rate program**
 - Oversee Synergy Academies' E-rate application process for technology funding
 - Coordinate with the Information Technology Manager and School Directors/Principals on the technology budget
- **Serve as Secretary and provide support to the Board of Directors**
 - Attend Synergy Academies' Governing Board of Directors meetings
 - Attend Finance Committee meetings
 - Attend Audit Committee Meetings
 - Maintain records of all meetings of the Synergy Academies Board of Directors as well as all resolutions and policies approved by the Board of Directors.
 - Provide logistical support to the Board of Directors' meetings
 - Gather, prepare, and organize all documents needed for the meetings of the Board of Directors
 - Respond to questions or concerns of members of the Board of Directors
- **Supervise the HR & Operations Manager, who is responsible for providing support in the areas of human resources and financial operations**
- **Maintain positive relationships with staff, parents, community members, and other organizations**
- **Ensure that the school is in compliance with all applicable laws**
- **Perform other duties as needed.**

Qualifications:

- **At least 2-3 years of related experience (non-profit experience preferred).**
- **Experience with multiple aspects of managing an organization, including but not limited to the management of:**
 - human resources (including employees and volunteers),
 - financial resources, and
 - material resources (including furniture, equipment, textbooks, school supplies, etc.).
- **Experience with budgeting, accounting, and fiscal management of an organization.**
- **Experience with team leadership and supervision.**
- **Experience with various financial processes, including payroll, accounts receivable, and accounts payable.**
- **Strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.**

- Experience with grant writing and/or fundraising.
- Experience with program evaluation.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets (MS Excel), multimedia presentations, e-mail, the Internet, and digital media.
- Strong oral and written communication skills.
- Prior experience serving on a Board of Directors is desired.
- In-depth understanding of and commitment to the school's mission and vision.
- Able to lift heavy objects up to 30 lbs.
- Bachelor's degree required; Master's degree preferred.
- Preferred major in Business or Public Administration.

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

Full Time Exempt Position

Compensation: Competitive and commensurate with experience

Supervisor: CAO

Essential Functions:

- Under the administrative direction of the CEO, provide direction in planning, program implementation, compliance, supervision, and evaluation of special education and student services for all Synergy Academies schools
- Demonstrate knowledge and support of Synergy's mission, vision, policies, procedures, and charter petition
- Adhere to the California Standards for the Teaching Profession
- Coordinate, supervise, and evaluate all Synergy special education staff with School Directors/Principals
- Plan programs, coordinate curricular resources, and evaluate the effectiveness of special education programs with special education staff and School Directors/Principals
- Serve as Synergy's main special education representative to Synergy's schools' authorizers, to the appropriate Special Education Local Planning Area (SELPA), in informal dispute resolution, mediation, and dispute resolution situations, with advocates and legal counsel, and in other circumstances as needed
- Assist with the development of and monitor each school's special education budget with the School Directors/Principals and Chief Operating Officer
- Develop, implement, and evaluate special education related staff development programs for special education and general education staff
- Plan, coordinate, and monitor compliance relative to child welfare and attendance programs as well as help monitor student attendance data with operations staff, including assisting school sites with their truant students and their families
- Develop procedures and monitor implementation of student discipline, suspensions, and expulsions at all Synergy schools
- Monitor, evaluate, and provide support regarding Synergy's schools' Resource Specialist Teachers' ability to:
 - Manage student caseloads, including helping to ensure that all service providers are providing services according to students' Individual Education Programs (IEPs) and documenting services in Welligent (or other required special education computer program) on a weekly basis (at minimum)
 - Provide appropriate services, accommodations, and modifications as needed to assigned student caseload
 - Coordinate the preparation and submission of all reports to LAUSD with School Director within the given deadlines
 - Coordinate and lead IEP meetings and Section 504 plan meetings, write IEPs and Section 504 plans, and adhere to special education laws, regulations, policies, and procedures, including meeting paperwork, communication, and timeline requirements

- Lead and/or assist with both Student Success Team (SST) meetings, IEP meetings, and Section 504 meetings as needed, including helping to write IEPs and/or Section 504 plans
- Work with School Counselors and School Directors to help oversee school site counseling programs for both special education and general education students, including ensuring compliance with appropriate documentation and service tracking
- Ensure that each Synergy school site follows all procedures with regards to student referrals and IEP meetings to ensure compliance with state and federal special education laws and the Modified Consent Decree (including coordination of IEP meetings and special education assessments), as applicable
- Maintain a professional manner when working with students, staff, parents/family members via both written and oral communication
- Assist school sites with maintaining high standards of student conduct, including:
 - Helping to implement Synergy's school wide discipline plans, overseeing Synergy's student expulsion process, including serving as Synergy's main administrator during expulsion hearings and coordinating expulsion hearing details with school sites, the administrative panel members, and Synergy's Board of Directors
 - Ensuring that Synergy's school sites adhere to all suspension and expulsion policies and procedures, as well as compliance with required paperwork and timelines
- Help school sites establish a culture of high expectations that include college preparation for all students
- Assist each school site to effectively manage student behavior and organize classroom systems to ensure all students are safe and fully engaged in learning
- Perform other related duties as required and assigned

Qualifications:

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

- Fluent in Spanish preferred but not required.
- Able to type 40-60+ wpm.
- Able to lift heavy objects up to 30 lbs.

Job Title: Director of STEM Education

Full Time Exempt Position

Compensation: Competitive and commensurate with experience

Supervisor: CAO

Essential Functions:

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

Other Responsibilities:

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

Qualifications:

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

Job Title: Director of Information Technology (IT)

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: CAO

Essential Functions:**Administration**

- Provide technical direction and lead the execution of the organization's technical plans.
- Recommend and develop policies and procedures relating to acquisition, management, and use of technology.
- Ensure that technical decisions at school site level are being made in accordance with technology plans.
- Coordinate the technology budgets for each site and at the organizational level as part of the annual budget process.
- Manage the E-rate funding process for the organization through the development and submission of proposals and eventual reports upon receipt of funding.
- Develop and maintain pertinent documentation, including support and training materials, network diagrams, and disaster prevention and recovery plans.
- Supervise, direct and evaluate technical staff.

Network

- Ensure networks are operational by monitoring their performance.
- Maintain network backups, licensing, and security protection.
- Maintain open lines of communication with LAUSD IT Division regarding access to network equipment, bandwidth and service calls.

Technical Support

- Evaluate the need for technical support at various sites and manage tech staff and vendors providing service.
- Provide secondary support in this area as needed.
- Provide training on the use and integration of technology to staff and students individually or in group sessions as needed.

Hardware and Software Acquisition and Management

- Systemize procurement procedures to ensure standardization of software and equipment, cost efficiencies, security and effective implementation of the technology.
- Identify best practices and systems for tracking assets and maintaining and verifying records.
- Establish configuration and software standards to efficiently update client computing devices.
- Develop a calendar for management activities for beginning and end of year to coordinate acquisitions, tracking and configuration in advance of need.

Security

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

Other Responsibilities

- Coordinate with the Chief Achievement Officer and School Directors/Principals on the technical requirements for Common Core testing and instructional programs.
- Disseminate technology-related information to all sites via news bulletins and presentations at staff meetings;
- Conduct professional development for staff on the use of technology and software both in the classroom as well as for office use and administrative duties.

- Share personal knowledge and expertise in technology to inform instruction and student use of technology when appropriate.
- Remain technically competent. Continue to grow as an IT professional working in a school community through networking with other IT leaders in the K-12 education network. Stay apprised of changes in technology and share with organization's leadership.

Qualifications:

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

Job Title: HR & Operations Manager

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: COO

Essential Functions:

- Maintain Synergy's human resources files and processes:
 - Maintain employees' HR paperwork
 - Monitor employees' credentials to ensure that employees meet the required credentialing standards of the State of California
 - Monitor employees' TB tests and notify them when updates are needed
 - Monitor employees' sick and vacation time and provide regular reports on their sick and vacation time balances
 - Oversee benefits paperwork processing and help Synergy research benefits options
 - Assist with preparation and revision of employee manuals and other HR documents as needed
- Provide payroll and accounting support:
 - Ensure timesheets and Personnel Activity Reports (PARs) are completed correctly and in a timely fashion
 - Prepare payroll documentation for submission to Synergy's back-office service provider
 - Interface with staff and back-office service provider to address any questions or unusual situations related to payroll
 - Monitor hours of hourly employees
 - Prepare bills for approval on a weekly basis
 - Provide other payroll and accounting support as needed
- Coordinate reporting and other operations functions between all of Synergy's campuses:

- Create and maintain a master reporting calendar of deadlines and responsible staff member(s)
- Ensure that compliance reporting on each campus is done in a consistent fashion
- Maintain central documentation of compliance reporting
- Provide needed compliance reporting data to Synergy's back-office service provider
- Interface with Operations Coordinators, School Directors/Principals, and other staff to monitor reporting and provide support as needed
- Prepare reports as needed for the Board of Directors
- Facilitate central planning of key events that affect all schools, including the lottery and enrollment process and the end-of-year assemblies
- Ensure that student data is kept in a consistent manner between all Synergy campuses
- Complete compliance reports for governmental and granting agencies
 - Complete any compliance reports needed for Synergy Academies which are not the responsibility of the individual school sites
 - Assist individual school sites with compliance reports when needed.
 - Provide financial and other information needed by granting agencies
 - Create a calendar of reporting dates for grants received by Synergy
 - Complete reports for granting agencies by the deadlines they have established
- Provide support for the Synergy Academies Board of Directors
 - Prepare packets for each Board Meeting and maintain files of Board Meeting documents
 - Create reports and other documents needed by the Board of Directors for their meetings
 - Track attendance and terms of Board Members
 - Maintain binder of all policies approved by the Board of Directors
 - Provide any administrative support needed by the Board and Board Committees, including reserving rooms, posting agendas, and creating sign-in sheets and agendas
 - Assist the CEO and Chief Operating Officer with any other support needed for the Board of Directors
- Provide for safe campuses by assisting school administration in preparing and maintaining safety policies and procedures.
- Maintain positive relationships with staff, parents, community members, and other organizations.
- Ensure that the organization is in compliance with all applicable laws.
- Perform other related duties as assigned or requested.

Qualifications:

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

Job Title: Information Technology (IT) Support Staff

Classification: Part Time or Full Time, Non-Exempt

Supervisor: Director of IT

Essential Functions:

Help Desk

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

Other Responsibilities

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

Qualifications:

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

Job Title: Data and Communications Manager

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: COO

Essential Functions:

- Facilitate the implementation of Synergy's student information system, Illuminate Education Student Information System, including maintaining system administration and providing user training.
- Ensure student data accuracy by developing and implementing standardized process around data entry and reporting of student information.

- Develop timelines and a standardized process for collecting information required for various reports and tracking key data such as student achievement data, student attendance and enrollment data, and other data as needed on a monthly basis.
- Serve as point person with LAUSD on attendance, prepare and submit attendance reports (i.e.: LAUSD Classification, LAUSD Statistical and attendance reports, etc.).
- Assist and coordinate in distribution of requested data to schools and leadership team.
- Prepare and submit quarterly/yearly district and state reports for all school sites
- (CALPADS, SARC, CBEDS, CRDC, etc.).
- Coordinate data and prepare binders for annual district oversight visits.
- Complete monthly data edit checks of applications and eligibility information in Mealtime, the student food program database.
- Compile and submit information for government and foundation grants, including the after-school grant program, ASES.
- Assist in maintaining Donorperfect and other donor-related programs and databases.
- Prepare and distribute monthly dashboard report for leadership team and Board of Directors.
- Train and coach school site personnel involved in data management.

Communications

- Update the organization's website with current information.
- Maintain the organization's social media pages and keep up to date with current events at school sites.
- Represent the organization at external events in the evenings and weekends as needed.

Other Responsibilities

- Demonstrate knowledge and support of Synergy's mission, vision, values, policies, procedures, and charter petitions.
- Assist in translating projects.
- Perform other duties as assigned.

Qualifications:

- Bachelor's degree.
- 3+ years experience in data management and student information systems.
- Charter school experience, preferred.
- Positive attitude and friendly demeanor.
- Excellent phone, oral and written communication, organizational, and problem solving skills.
- Strong computer skills, including experience with typing, word processing, spreadsheets, and multimedia presentations (PowerPoint, Keynote, etc.).
- Comfortable with creating and delivering presentations to both small and large audiences.
- Must be able to move/lift up to 30 lbs.
- Fluent in Spanish preferred.
- Willing to take initiative and be a team player.

Job Title: Family and Community Outreach Manager – Bilingual/Spanish

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: CAO

Essential Functions:

Student and Family Relations

- Plan and lead Parent Empowerment Series for all 3 sites and hold 5 meetings a year.
- Plan and lead a multi week workshop, such as "Padres Comprometidos" or "Parenting with Love and Logic" at SCA and SKA.

- Plan and organize “Self Care, We Care” days, one per school site per year.
- Lead a Parent Ambassadors group that meets at least once a month.
- Assist and accompany the Assistant Director of School Counseling at SKA and the Dean of Students and Athletics at SQA with home visits for our most at risk students one day a week for each site.
- Collaborate with school sites to provide families with outside services when necessary.
- Responsible for implementing and maintaining a strong positive school culture among students, staff, and families.
- Build relationships with families to keep them well informed and support their needs.
- Make home visits as necessary.

Community Relations

- Represent Synergy at community meetings, including but not limited to:
 - Newton Police Station’s monthly Community-Police Advisory Board (C- PAB) meetings
 - South Central Neighborhood Council meetings
 - Central Avenue Business Association meetings
 - Build and maintain relationships with local community organizations, including but not limited to:
 - All Peoples Community Center
 - A Place Called Home
 - California Charter Schools Association
 - CD Tech
 - Coalition for Responsible Community Development (CRCD)
 - Community Coalition
 - Kedren Community Health Center
 - LA Child Guidance Clinic
 - LA Conservation Corps
 - South Central Family Health Center and local preschools, day care centers, churches, etc.
- Build and maintain relationships with local law enforcement agencies, government officials, school district staff, and other schools.
- Stay current on community services available that may assist families with general needs or with specific circumstances.

Day to Day Operations/Communications

- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Demonstrate knowledge and support of Synergy’s mission, vision, values, policies, procedures, and charter petitions.
- 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 comfortable speaking in front of a large group of people in both English and Spanish.
- Must be available to attend meetings in the evenings and on the weekends.
- Help colleagues translate written materials into Spanish.
- Help colleagues translate in Spanish during meetings.
- Perform other related duties as required and assigned.

Qualifications:

- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Fluent in English and Spanish, written and oral.
- Work with attention to detail and able to meet deadlines.
- Communicate well via both written and oral communication means.

- Possess strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Able to lift heavy objects up to 30 lbs.
- College Degree preferred, but not required.

Job Title: School Psychologist

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Director of Special Education and Student and Family Services

Essential Functions

- Lead psycho-educational and formal behavior assessments.
- Write quality, compliant assessment reports.
- Attend IEP meetings and present assessment findings to the team.
- Assist in the implementation of assessment recommendations as needed.
- Participate in the pre-referral process and provide guidance to school teams regarding supports for struggling students.
- Provide direct counseling or behavioral services to students as needed, including ERICS.
- Work with parents to build knowledge of disability and inclusive support for students with disabilities.
- Assist in providing in-service training in learning, child development and child management to parents, teachers, administrators and other professionals and paraprofessionals.
- Assist in providing consultation and advisement to administrators, counselors, teachers, and parents regarding the general and special educational programs as appropriate.
- Assist in coordinating, communicating and seeking consultation with community agencies as appropriate.
- Conduct direct behavioral analyses of students leading to and including development of goals, behavior contracts, behavior support plans, Functional Behavior Assessments and Positive Behavioral Intervention Plans.
- Provide support and guidance to the organization as a member of the Special Education Leadership Team.
- Maintain a compliant practice.
- Perform other duties as assigned.

Qualifications:

- Experience working in Response to Intervention (RtI) models (strongly preferred).
- Experience working with students in grades K-12.
- Experience working with students with a range of disabilities (learning disabilities, emotional and behavioral disorders, autism, etc.).
- Excellent written and oral communication skills.
- Bilingual, Spanish (strongly preferred).
- Embrace the mission of Synergy Academies.
- Thrive in a fast-paced, dynamic work environment.
- Ability to be flexible and adaptive in a work environment that is still evolving.
- Perform a variety of specialized and responsible tasks: maintain records, establish and maintain cooperative working relationships with students, parents, other school personnel, meet schedule and compliance deadlines.
- Possession of a valid California driver's license.
- Willingness to provide own transportation in conduct of work assignments as you will be required to travel from site to site to work with students and faculty at all sites.

Education and Experience

- Valid California Pupil Personnel Services credential in School Psychology.

- Master's degree in School Psychology or related field.

Job Title: English Learner Specialist

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Director of Special Education and Student and Family Services

Essential Functions

- Travel between 4 Charter organizations to provide instruction, coaching, and professional development in support of EL/SPED students.
- Consult on initial and triennial IEPs where ELL is a concern and/or impacts eligibility.
- Improve instruction for SPED/ELLs within our charter organizations by providing small group instruction.
- Improve instruction for SPED/ELLs within our charter organizations by coaching teachers.
- Provide targeted professional development to all Charter Operated Program schools within Option 3 (COP3).
- Create a revised SPED RFEP criteria sample plan for COP3 schools to adopt if they chose.
- Assist schools/teachers with analysis of SPED/ELL data.
- Respond to requests of support from partner charter schools, travel to other sites when needed.
- Demonstrate knowledge and support of Synergy's mission, vision, policies, and procedures, and charter petition.
- Demonstrate knowledge and support of Charter Operated Programs' mission, vision, and goals.
- Be proactive and initiate in helping out in any way needed.
- Adhere to the California Standards for the Teaching Profession.
- Maintain a professional manner when working with students, staff, parents/families via both oral and written communication.
- Collaborate with teachers, staff members, and/or outside service providers to share best practices and to improve one's own and others' instructional practices.
- Provide a safe learning environment for students and staff.
- Establish a culture of high expectations that include college preparation for all students. Maintain accurate student records, in accordance with Synergy's procedures.
- Perform other duties, as required and assigned.

Qualifications:

- Teaching experience required
- Ed Specialist, BCLAD, CLAD credential or degree in related field
- MA in education, or related field
- Experience and expertise in English Language Learning
- Knowledge and experience working with students with disabilities
- Speech & Language Pathologists with knowledge of ELL needs may apply
- Knowledge of federal, state, and district mandates and laws regarding English Language Learners and Special education.
- Spanish language written and oral abilities a plus.
- Possess positive communication and relationship building skills as well as strong organizational skills.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and/or digital media.
- Possess an in-depth understanding of and commitment to the school's mission and vision.
- Ability to travel between locations.
- Able to lift heavy objects up to 30 lbs.

Job Title: Office Assistant (Central Office)

Classification: Full Time, Non-Exempt
Supervisor: HR & Operations Manager

Essential Functions:

Human Resources

- Organize and file confidential personnel records.
- Format the quarterly employee newsletter.
- Assist staff with the preparation and dissemination of offers, agreements and other communication with employees.

Payroll

- Assist the Operations Manager with the management of bi-monthly payroll including the management of records and the timely submission of payroll reports.

Accounts Payable

- Open, sort and code mail with appropriate accounting codes.
- Contact vendors when necessary to follow up on invoices, update account information.
- File paid invoices and other financial records.

Mail

- Retrieve mail from Synergy post office boxes three times each week.
- Retrieve headquarters mail from Synergy Charter Academy, Synergy Kinetic Academy, and Synergy Quantum Academy.

Development

- Assist the CEO with the preparation of donor newsletters, annual reports, annual fund drive and special events including school tours.

Data Management

- Enter data in excel, payroll system, donor management software, Mealttime, Illuminate (Student Information System) or other programs utilized by the organization.

Other Responsibilities

- Greet and assist students, parents, staff, and any visitors warmly and in a professional manner. Maintain appropriate visitor documentation.
- Type and distribute school correspondence including letters, memos.
- Answer phones, provide answers, take messages, and direct calls to the appropriate staff member.
- Help to maintain a positive, nurturing, and achievement-oriented school culture that includes college preparation for all students.
- Assist with and attend meetings on evenings and weekends when necessary.
- Assist leadership team with various tasks as needed.

Qualifications:

- Oral and written proficiency in English and Spanish preferred.
- Strong working knowledge of Microsoft Word and Excel.
- Ability to type 35+ words per minute.
- Knowledge of student information systems a plus.
- Experience with managing and entering data.
- Detail-oriented individual who is willing to do what it takes to get the job done.
- Ability to multi-task in a fast-paced environment.
- Ability to take direction as well as take initiative.
- Positive, professional demeanor.
- Must have a valid California driver's license and provide proof of insurance.
- Must have reliable transportation.
- High school diploma or equivalent required. Some college preferred.

- Coursework in computers, word processing, data management, file-keeping, etc., a plus

Element 6: Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

The Chief Operating Officer and the HR & Operations Manager will serve as SKA's Custodian of Records per the California Department of Justice requirements.

Synergy Kinetic Academy is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating and physical activity. SKA

participates in the National School Lunch Program, which follows stringent nutrition standards outlined by the Healthy, Hunger-Free Kids Act of 2010.

Element 7: Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

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

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the Charter School.
- Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
- Since Synergy Kinetic Academy is located in South Los Angeles, and it recruits and serves educationally disadvantaged students, outreach efforts (i.e., distribution of physical flyers, brochures, and recruitment materials) will be targeted at the South Los Angeles geographic area. This will ensure that Synergy 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 Charter School.

Synergy Kinetic Academy conducts outreach in its surrounding South Los Angeles neighborhoods. This outreach familiarizes local organizations and leaders with Synergy Kinetic Academy, and notifies families of how they can enroll their students in the Charter School. Informational presentations may be offered about Synergy Kinetic Academy for parents and interested community members. Additional communication channels may also be used, such as sending out press releases to the local media and/or updates via the Charter School website.

Element 8: Admission Requirements

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

PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT

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

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

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

The Charter School is nonsectarian in its programs, admission policies, and all other operations, and does not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

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

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

Lottery Preferences and Procedures

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

Currently enrolled students are exempt from the lottery.

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

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

8. Employees' children who reside outside of LAUSD boundaries (total # of employees' children not to exceed 10% of total enrollment of Charter School)
9. Other students who reside outside of LAUSD boundaries

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

Synergy Kinetic Academy will inform the public around November 1st of each year that it is accepting applications for admission for the following school year, and of the deadline for submission of applications. The open enrollment period will last for a period of 6 weeks. The public will be notified about this via the distribution of flyers, postcards, and/or the actual applications will be dropped off to individual households and/or local community locations. Applications will also be posted on the Charter School's website. The 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 within six weeks after the close of open enrollment. To verify that the public random drawing procedures are fairly executed, students' names will be drawn by a neutral third party in public and that person will sign a document that confirms that a neutral third party drew the students' names for Synergy's public random drawing. The Charter School will keep this document on file as proof that the lottery procedures were fairly executed.

During the public random drawing, once all available spaces are filled, a waitlist will be drawn 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.

Those who apply after the lottery deadline will be added to the end of the lottery waitlist in the order they are received. The waitlist for the current school year will remain active until the end of the school year and does not "roll over." New applications will be required each year for students who are not enrolled in the school, regardless of a student's status on the waitlist for the previous year.

Within a week, notification of admission status will be mailed to all applicants. Enrollment packets will be sent to admitted students or they will be called to pick up enrollment packets from the Charter School. The Charter School will follow up with a phone call if the Charter School does not hear from the families. Students not admitted will be informed by letter that they are on the waiting list. If the enrollment forms are not returned by admitted students within the specified timeframe, (which varies depending on the time of year) then admission for that student may be forfeited, and an admission notice will be communicated to the next student on the waiting list via phone call. Those families have one week to confirm acceptance and to pick up an enrollment packet. 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. Once students are admitted to the Charter School, their parents/guardians will be required to complete enrollment documents, sign a Parent/Guardian Agreement in the Charter School's Parent/Student Handbook that describes parents' and students' expectations, and attend an orientation on or before a child's first day at the Charter School. Failure to attend an orientation will not impact a student's enrollment at the Charter School.

Element 9: Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year by Synergy Academies’ Chief Operating Officer. The Chief Operating Officer will also work with the auditor to complete the audit. The CEO, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District

along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

Element 10: Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed

- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

School Climate and Discipline System

Synergy Kinetic Academy recognizes that appropriate school behavior is critical to the academic success and creating an effective learning community. A strong discipline foundation policy should minimize the loss of student instruction time due to removal from classes caused by misbehavior.

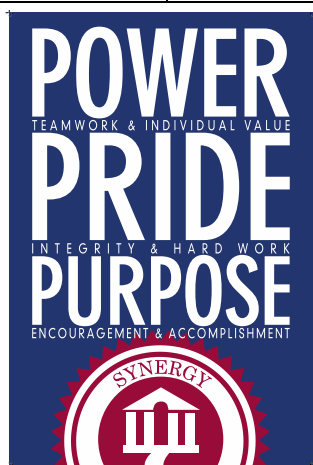
Effective teaching and modeling of school appropriate behavior is the responsibility of every adult at Synergy Kinetic Academy. Effective school discipline includes the establishment of high standards of behavior, time for students to learn appropriate behavior, and fair and appropriate consequences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

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

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

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

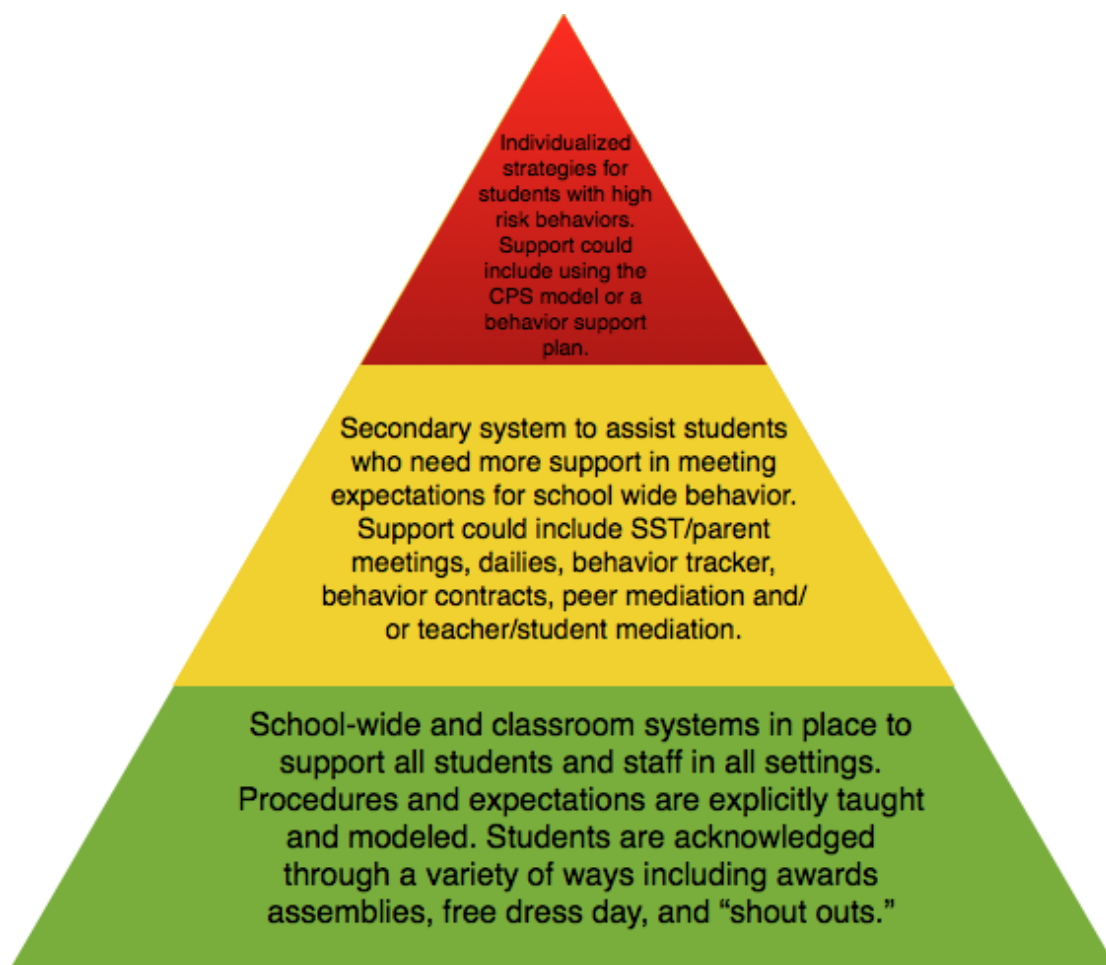
POWER	PRIDE	PURPOSE
Teamwork: We work as a team and support each other as a family.	Integrity: We are transparent, honest, and believe in the importance of building and maintaining trust.	Encouragement: We help each other be the best that we can be by listening, supporting, motivating, and communicating in a positive manner with each other.
Value Each Individual: We believe in giving everyone an equal opportunity to learn and grow.	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.	Accomplishment: We constantly measure our performance to achieve the best results possible in everything we do.



School wide expectations for behavior and character are reinforced through the Synergy Scholar Lessons. These scholar lessons also correlate to “Power, Pride, and Purpose.”

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

SKA implements Restorative Justice practices in conjunction with School-wide Positive Behavior Intervention and Support which both promote trust and respect in relationships, setting the foundation for teaching and learning. The practices provide meaningful opportunities for students to develop self-discipline and positive behavior in a caring and supportive environment. The Restorative Justice model is a three-tiered model of prevention, intervention, and reentry in response to conflict and/or harm.



The first tier is prevention. Students are introduced and taught the Synergy Scholar Lessons and the school wide expectations during the first three weeks of school. Synergy Scholar Lessons are one to two sentence lessons posted in each classroom that remind students and staff of the expectations of behavior. Behaviors are reinforced and modeled throughout the year and lessons are revisited as necessary. These lessons and expectations are reinforced by all staff members on campus on a daily basis. Additionally, relationships based on trust and respect is developed between students and staff helping to strengthen the school culture.

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

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

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

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

Level III Behaviors*	Level III Responses*: Immediate Office Referral and Incident Report
Repeated Level II behaviors with little positive response to Level II responses, vandalism, using force against another student or staff member, leaving class or otherwise designated area without permission, weapons possession, drug possession, use, or distribution, fighting, threatening violence, participating in group violence, leaving school premises without permission, theft or possession of stolen property, lewd or indecent behavior, posting of slanderous, humiliating, bullying, or threatening materials around school or the Internet, racist, sexist, sexually inappropriate, or other hateful speech towards students or staff, spitting on another, intoxication, any dangerous or illegal activity	<p>The following will serve as alternatives to suspension/expulsion: Parent/student conference, SST referral, individual behavior student contract, CPS (Collaborative Problem Solving) support plan, home visit, parent supervision, individual counseling, referral to drug counseling, community service, threat assessment, school based mentors, multi-agency collaboration</p> <p>Additionally, the following responses can be considered: In school suspension, out of school suspension, expulsion</p>

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

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

Student Responsibilities:

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

Family Responsibilities:

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

School Responsibilities:

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

Every student has the right to be educated in a safe, respectful, and welcoming environment and every educator has the right to teach in an atmosphere free from disruptions that impede instruction and learning. The Charter

School's discipline foundation policy will establish the culture needed for students to achieve both academic and social success.

In-School Suspension

If deemed necessary, SKA will use In-School Suspension for Level III behaviors. The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year.

Grounds for Out-of-School Suspension and Expulsion/Out-of-School Suspension Procedures/Expulsion Procedures

This Element 10: Suspension and Expulsion Procedures Policy ("Policy") has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this Policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion consistent with material revision requirements if applicable to a particular change.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who

willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone,

or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm or explosive unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director/Principal or designee’s concurrence.

If it is determined by an Administrative Panel during an expulsion hearing or the Board of Directors in an expulsion appeal that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. Suspension Procedure (for in-school and out-of-school suspensions)

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Director/Principal or the Director/Principal’s designee¹ with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Director/Principal or designee.

The conference may be omitted if the Director/Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days of when the student was suspended, unless the pupil’s parent/guardian waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, the Director/Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent comes to the school. Whenever a student is suspended, the Director/Principal or designee shall notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If the Director/Principal or designee wishes to ask the parent/guardian to participate in another meeting or phone conference regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. Upon a

¹ Designee as used in this Policy includes other administrators at the Charter School, such as the Assistant Director or Assistant Director of Student and Family Services.

recommendation of expulsion by the Director/Principal or Director/Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director/Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher(s) during their suspension and be provided the opportunity to make up any missed exams.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Director/Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to the Charter School's Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause by the Director/Principal, designee, or Administrative Panel, the hearing shall be held within thirty (30) school days after the Director/Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing no later than three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded by the Director/Principal or designee to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
9. A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Administrative Panel. Copies of these sworn declarations, redacted to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Administrative Panel must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.
7. If one or both of the support persons is also a witness, the Director/Principal must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs, such as but not limited to testimony or documentary evidence of a similar nature as that used in other types of hearings or official proceedings. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Director/Principal or designee, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; and (c) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

The Director/Principal or designee shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Director/Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the administrative panel's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, including but not limited to assisting parents/guardians with referrals to the school district of residence or County Office of Education, as appropriate.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Synergy Academies’ Board of Directors will determine salaries and benefits, working conditions, calendars, holidays, vacations, work days, and the work year, or may delegate these responsibilities to the CEO with the exception that the CEO’s salaries and benefits will be determined by the Board of Directors. When appropriate, the Board may obtain feedback from the school community (i.e., administrators, teachers, parents) on these items.

Synergy Academies’ Chief Operating Officer will be responsible for working with any applicable vendors (e.g., payroll companies, etc.), to ensure that the following retirement program data, paperwork, and payments are completed and submitted accordingly and that contributions are made on behalf of all eligible staff members.

State Teachers’ Retirement System (STRS)

Any full-time certificated employees who are eligible may elect to participate in the State Teachers’ Retirement System. Participating employees will contribute the required percentage, and Synergy Academies will contribute the employer’s portion required by STRS. Synergy Academies’ Chief Operating Officer 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. SKA will continue STRS participation for the duration of the Charter School’s existence under the current County-District-School (“CDS”) code.

Public Employees’ Retirement System (PERS) or Federal Social Security

All full-time non-certificated employees are eligible to contribute to the Public Employees’ Retirement System. All non-certificated employees will participate in the federal Social Security system. SKA will continue PERS participation for the duration of the Charter School’s existence under the current CDS code.

Element 12: Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.”
(Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Synergy Kinetic Academy is a school of choice. No student is required to attend the Charter School.

Element 13: Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Synergy Academies does not require any employee to work for Synergy Kinetic Academy.

Element 14: Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Synergy Kinetic Academy
P.O. Box 78999

Los Angeles, CA 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Synergy Kinetic Academy
P.O. Box 78999
Los Angeles, CA 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

Element 15: Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California

Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the

District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

Synergy Academies' CEO, CAO, and/or COO will serve as the school's closure agent(s) in the event that Charter School closes.

Additional Assurances and Addendum

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

Public School Choice Campus

As an independent charter school approved to operate on a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 (“Proposition 39”) for a period coterminous with its LAUSD Board of Education approval to operate on a PSC campus.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and

requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable

building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses

and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

Sinergy Kinetic Academy (also referred to herein as “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)¹
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)²
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

¹ This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program.

² This assurance is subject to the terms of the District’s Attendance Boundary State Waiver for Public School Choice for the duration of Charter School’s participation in the District’s Public School Choice program

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
- Pursuant to the Public School Choice (PSC) Resolution, Charter School provides the following assurances:
 - Charter School is a not for profit entity.
 - Charter School shall maintain a record of financial solvency and sustainability.
 - Charter School agrees that the student composition at Charter School will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, and foster youth). Charter School shall ensure that ongoing review mechanisms are and remain in place to make sure that retention and student composition at Charter School continues to reflect that of the surrounding community.
 - In accordance with the Attendance Boundary State Waiver for Public School Choice, Charter School agrees to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School on the PSC campus pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). The District’s waiver of sections 47605(d)(1) and 47605(d)(2)(A) from the State Board of Education codifies these requirements.
 - As a PSC charter school, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until the Los Angeles Unified School District, in its sole discretion, has determined that the resident student enrollment exceeds the District’s established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District.
 - Charter School agrees to adhere to the District’s “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” If a parent or guardian no longer wants his/her child to attend Charter School, an independent PSC charter school, Charter School shall implement the “opt out” procedures set forth in “Enrollment Process for Charter Schools Selected to Operate a Public School Choice School.” A parent’s “opt-out” decision is only valid and applicable for one academic school year. Once a parent has exercised his/her right to opt out, he/she is unable to re-enroll the child in Charter School for the remainder of the school year, unless Charter School has a seat available in accordance with the capacity set forth in the Charter. At the completion of each academic school year, parents of resident students, regardless

of whether they may have opted out previously, shall have the opportunity to enroll their student(s) at Charter School again.

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

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

- If the PSC program or the designation of Charter School as a PSC school is terminated, Charter School may apply for District facilities under Proposition 39 in accordance with the terms of the PSC facilities agreement, as it may be amended from time to time. Charter School agrees that PSC is a voluntary program by LAUSD to provide educational options to students as it deems appropriate. As a participant in this voluntary program, Charter School agrees that any laws or regulations restricting LAUSD's ability to move Charter School's location shall not apply in order to provide LAUSD the flexibility of offering a program it deems appropriate for the area.
- In the event that Charter School no longer participates in the PSC program, and as long as Charter School remains on the same campus, Charter School agrees to continue to provide first choice attendance to students, including students with disabilities, who reside within the attendance boundary established by the District for the campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend Charter School pursuant to the requirements of Education Code sections 47605(d)(1) and 47605(d)(2)(B). As a former PSC charter school continuing to operate on the same campus, Charter School further agrees that it shall not refuse enrollment to any resident student who wishes to attend the school unless and until LAUSD, in its sole discretion, has determined that the resident student enrollment exceeds the District's established maximum operational enrollment capacity for the school. Charter School understands and agrees that the attendance boundary configuration as well as the maximum operational enrollment capacity of the school is determined by and subject to change at the sole discretion of the District. The term "resident student" shall mean any student residing within the attendance boundary established by the District for the campus.

Element 1 – The Educational Program

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

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

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

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

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Public School Choice Service Plan for Students with Disabilities

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

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

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a

consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

- All Students enrolled as of December 1 of each school year

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

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable

timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

PUBLIC SCHOOL CHOICE PERFORMANCE

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

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

Charter School's performance will be evaluated in accordance with any and all requirements and procedures of the Public School Choice program.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and section 504 of the Rehabilitation Act of 1973 ("Section 504"), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all of its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT

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

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

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

HOMELESS AND FOSTER YOUTH

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School's Calendar
- h. Statistical Report – monthly according to Charter School's Calendar of Reports

In addition:

- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

Charter School shall comply with the federal Gun-Free Schools Act.

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon

dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Synergy Kinetic Academy
P.O. Box 78999
Los Angeles, CA 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00

p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Synergy Kinetic Academy
P.O. Box 78999
Los Angeles, CA 90016

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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)(O).)

PUBLIC SCHOOL CHOICE CLOSURE

In the event that Charter School closes for any reason, the LAUSD campus used by Charter School shall revert to the full and exclusive control of the District, to be operated as a school or otherwise, at the sole discretion of the District.

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall

be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the

Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting

principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

Public School Choice Campus

As an independent charter school approved to operate on a Public School Choice (PSC) campus, Charter School shall cooperate with the District in attaining and maintaining any and all applicable waivers from the State Board of Education. Additionally, Charter School agrees to waive any and all rights under Education Code section 47614 ("Proposition 39") for a period coterminous with its LAUSD Board of Education approval to operate on a PSC campus.

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter

School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

Asbestos Management: Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising out of, or relating to, this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24- hours notice.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)