



**SYNERGY
QUANTUM ACADEMY**

Synergy Quantum Academy Charter Renewal Petition

July 1, 2021-June 30, 2026

TABLE OF CONTENTS

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS	3
ELEMENT 1: THE EDUCATIONAL PROGRAM.....	6
ELEMENT 2: MEASURABLE PUPIL OUTCOMES AND ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED	88
ELEMENT 4: GOVERNANCE	94
ELEMENT 5: EMPLOYEE QUALIFICATIONS	107
ELEMENT 6: HEALTH AND SAFETY PROCEDURES.....	147
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE	151
ELEMENT 8: ADMISSION POLICIES AND PROCEDURES	154
ELEMENT 9: ANNUAL FINANCIAL AUDITS	159
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES	161
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS	183
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES.....	184
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES	185
ELEMENT 14: MANDATORY DISPUTE RESOLUTION	186
ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES	189
ADDITIONAL PROVISIONS	196
 ADDENDUM.....	 203

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)¹
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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

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

cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard English Learners *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”). Signing the Assurance Form 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).

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 of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, 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 and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code section 47641(b).

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").

Use of District's Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION	
The contact person for the Charter School is:	Johanna Knight-Briseño, Principal
The contact address for the Charter School is:	300 E. 53 rd St. Los Angeles, CA 90011
The contact phone number for the Charter School is:	323-510-4171
The current address of the Charter School is: <i>(Please note: As charter schools' eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school's current occupancy of Proposition 39 facilities is subject to change in subsequent school years.)</i>	300 E. 53 rd St. Los Angeles, CA 90011
This location is in LAUSD Board District:	7
This location is in LAUSD Local District:	Central
The grade configuration of Charter School is:	9-12
The number of students in the first year will be:	583
The grade level(s) of the students in the first year will be:	9-12

The Charter school's scheduled first day of instruction in 2021-2022 is:	August 9, 2021
The enrollment capacity: ³	583
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:	8:00 am – 3:20 pm on Mondays, 8:00 am – 1:15 pm on Tuesdays, 8:00 am – 3:15 pm Wednesdays, Thursdays, and Fridays.
The term of this Charter for Middle and High performing schools: ⁴	July 1, 2021 to June 30, 2026

COMMUNITY NEED FOR CHARTER SCHOOL

Synergy Quantum Academy was founded by former LAUSD teachers Dr. Barbara Shannon, Dr. Meg Palisoc, and Dr. Randy Palisoc, and opened in the 2011-12 school year serving nearly 400 students in grades 9-11. The Charter School shares a campus with a traditional LAUSD school, Dr. Maya Angelou Community High School, which also opened in 2011-12. Synergy Quantum Academy is one of three charter schools operated by Synergy Academies. The organization also operates an elementary school, Synergy Charter Academy, and a middle school, Synergy Kinetic Academy. In the past five years, about two-thirds of incoming 9th graders matriculated to Synergy Quantum Academy from Synergy's middle school and less than 25% of incoming 9th graders also attended Synergy's elementary school.

Synergy Quantum Academy is located in the inner city of South Los Angeles in what has historically been one of the lowest-performing areas of the Los Angeles Unified School District. Test scores, graduation rates, and college enrollment rates among the other public high schools within the community Synergy serves remain significantly lower than both district and statewide averages. It is this systemic achievement gap that has persisted across generations that Synergy works against. The following statistics summarize some of the major demographics of the 90011-zip code, where Synergy is located (based on data from *city-data.com*):

- 60.9% of the population have not graduated high school;
- 4.3% have a Bachelor's degree or higher
- 87.3% of the population's speak Spanish at home
- 74% of the population rent their homes
- 91.8% of the population is Latino; 9.1% is African-American
- 33.2% of families live below the poverty level

Compared to statewide averages, the median household income is below the state average, and the percentage of residents with a bachelor's degree or higher is significantly below the state average. Despite neighborhood statistics, Synergy students have made tremendous academic gains. The graduation rate for Synergy's recent graduating classes is on par with district and statewide averages, and the percentage of

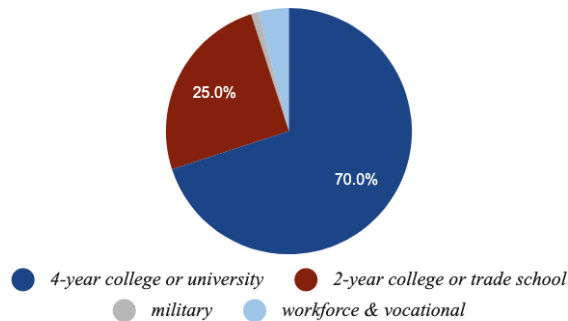
³ If the requested enrollment capacity has changed from the current charter enrollment capacity, please share with your CSD administrator, as it may require a material revision. Also ensure that the requested enrollment capacity aligns with enrollment/rollout plan and submitted budget.

⁴ Charter schools satisfying the high performing renewal criteria may be renewed for a term of 5 to 7 years. (Ed. Code, § 47607(c)(2)(E).) The determination of whether a high performing charter school will be renewed for a five-year, six-year, or seven-year term will depend on specific factors related to the charter school's operation and performance during the term of the charter. This determination will be made after submission and review from the Charter Schools Division.

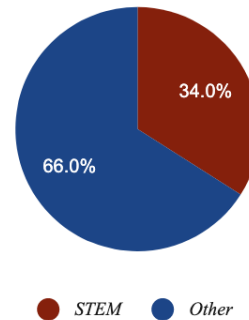
students who continue their education after high school exceeds neighborhood, district, and statewide averages. Synergy graduates have received a number of prestigious scholarships over the years, including several Gates Millennium Scholars and Posse Scholars.

97% of Synergy Quantum Academy's senior class graduated in 2019, and of those graduates, 95% planned go on to college, with 34% planning to pursue a STEM major in college. As illustrated in the graphs below, our students come from homes typical of the surrounding neighborhood.

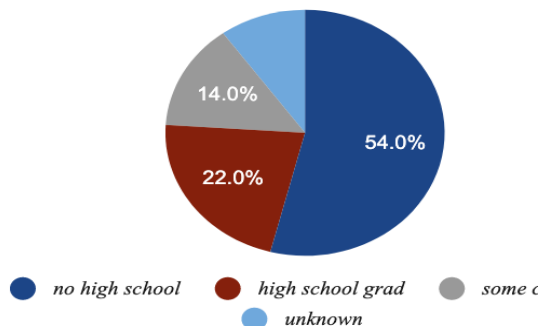
95% of SQA graduates plan to continue their education after high school.



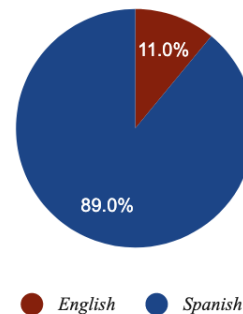
Of that 95%, over one-third are pursuing a STEM major.



Over half of our graduates' parents did not finish high school.



Nearly 90% of our graduates come from Spanish-speaking homes.



Data source: Synergy's internal student information system based on student enrollment and senior survey data.

EVIDENCE OF MEETING CHARTER RENEWAL STANDARDS PURSUANT TO EDUCATION CODE SECTION 47607.2

Synergy Quantum Academy is rated in the Middle Track for renewal by the California Department of Education based on SQA's California School Dashboard results over the past two years. Overall, SQA's Dashboard results demonstrate strength in English Language Arts (ELA), College and Career Readiness, and Graduation Rate. While Math scores were in the "Maintained" range, remaining steady from 2018 to 2019, the growth in Math scores over the past three years is significant. The English Learner Progress Indicator shows a status of Medium for 2019, with 48.3% of EL students making progress towards English language proficiency.

As demonstrated below and throughout Element 1, pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the

state and local indicators reported the California School Dashboard (“Dashboard”), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three-tiered system of evaluating charter schools’ performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

As noted above, SQA fits into the “middle performing” tier, and is eligible for charter renewal, as demonstrated below.

Specifically, Education Code Section 47607.2(b) states:

(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].

(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3).)

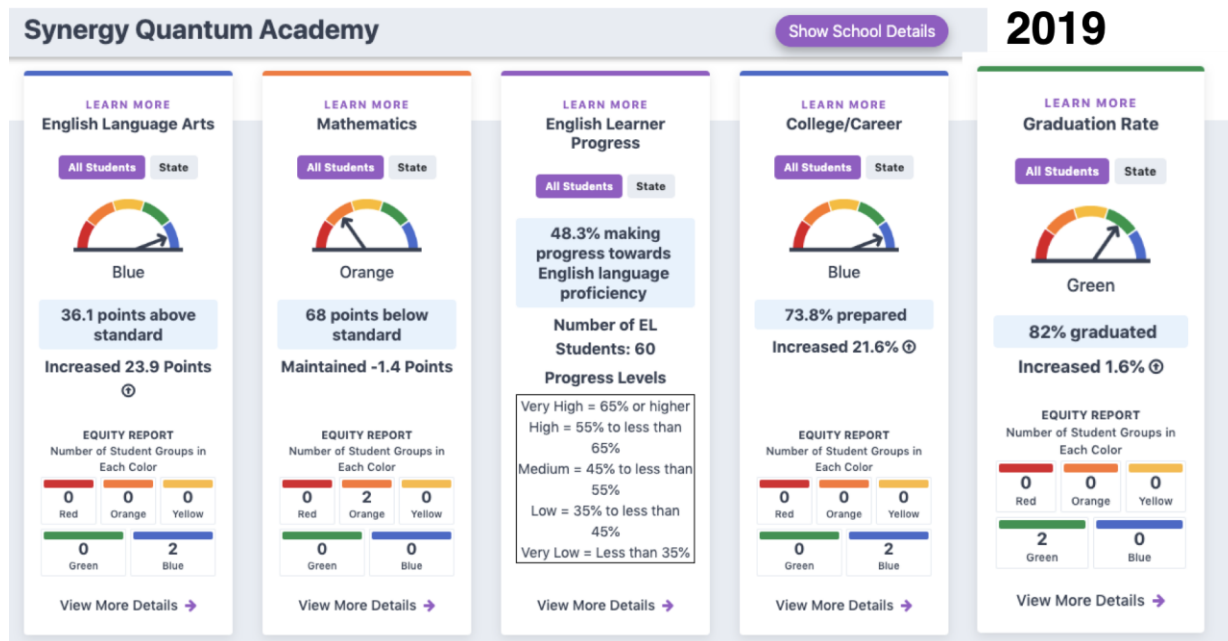
The following tables display the Charter School’s schoolwide Dashboard state indicators and, for comparison purposes, LAUSD’s and the State’s, for the 2017-18 and 2018-19 school years.

Synergy Quantum Academy Dashboard State Indicators, 2018-2019

Indicator	2018 SQA	2018 LAUSD	2018 State		2019 SQA	2019 LAUSD	2019 State
English Language Arts	Green	Yellow	Orange		Blue	Yellow	Green
Mathematics	Yellow	Yellow	Orange		Orange	Yellow	Orange
Graduation Rate	Orange	Green	Yellow		Green	Yellow	Green
College/Career Readiness	Green	Yellow	Yellow		Blue	Yellow	Blue
Suspension Rate	Blue	Blue	Yellow		Yellow	Blue	Yellow

Synergy Quantum Academy Dashboard Local Indicators, 2018 and 2019

Local Indicator	2018 Result	2019 Result
Basics: Teachers, Instructional Materials, Facilities	Standard Met	Standard Met
Implementation of Academic Standards	Standard Met	Standard Met
Parent and Family Engagement	Standard Met	Standard Met
Local Climate Survey	Standard Met	Standard Met
Access to a Broad Course of Study	Standard Met	Standard Met



Additionally, datasets provided by LAUSD's Office of Data and Accountability, comparing Synergy Quantum Academy to resident schools in the same geographic area, show that SQA continues to make

academic gains. LAUSD’s Charter Schools Division rated SQA at level 4 (Accomplished) for Student Performance in the previous two oversight reports in 2018-19 and 2019-20.

Synergy Quantum Academy graduates demonstrate strong post-secondary success, with college enrollment rates exceeding local district and state averages, and college persistence rates on par with national norms.

Measurable Increases in Academic Achievement

(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:

(A) The school achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.

(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .

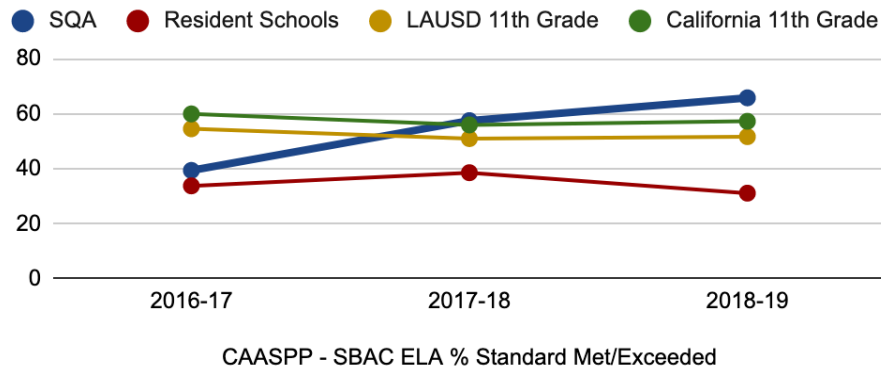
“Verified data” is defined in statute as “data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced.” (Education Code Section 47607.2(c)(1).)

Student Academic Performance

SQA’s SBAC scores for both English Language Arts and Math demonstrate growth over the past three years that test data is available. The following table and graph illustrate a steady increase in ELA scores from 2016-17 to 2018-19, resulting in a 26.39 percentage-point increase for percentage of students scoring in the Standard Met or Exceeded categories, while 11th graders at resident schools (surrounding LAUSD and charter public high schools), all 11th graders in LAUSD, and all 11th graders statewide, saw a decrease of over 2 percentage points in the same period.

CAASPP - SBAC ELA % Met/Exceeded				
	2016-17	2017-18	2018-19	Change
Synergy Quantum Academy	39.42	57.52	65.81	26.39
Resident Schools	33.81	38.59	31.16	-2.65
LAUSD 11th Grade	54.56	50.99	51.7	-2.86
California 11th Grade	59.96	55.96	57.27	-2.69

SBAC ELA Comparison

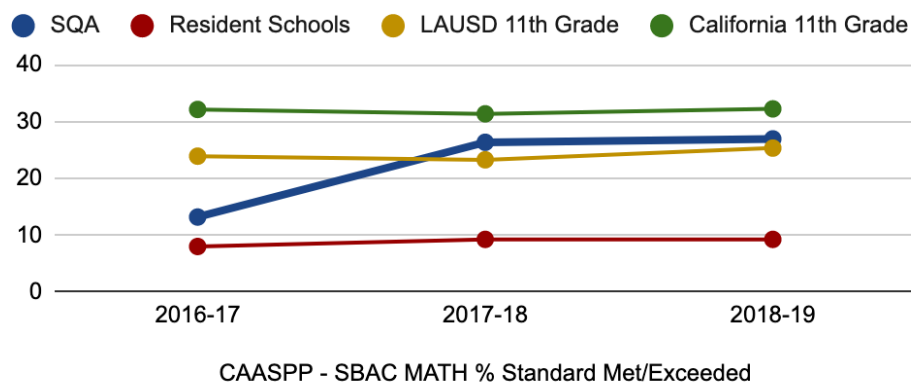


Data source: California Department of Education DataQuest.

SQA also demonstrated significant growth in Math, increasing 13.75 percentage points between 2016-17 and 2018-19. During the same period 11th graders at resident schools, 11th graders in LAUSD, and 11th graders statewide grew by less than 1.5 percentage points.

CAASPP - SBAC MATH % Proficient/Advanced				
	2016-17	2017-18	2018-19	Change
SQA	13.21	26.36	26.96	13.75
Resident Schools	8.03	9.28	9.28	1.25
LAUSD 11th Grade	23.92	23.28	25.34	1.42
California 11th Grade	32.14	31.37	32.24	0.1

SBAC MATH Comparison



Data source: California Department of Education DataQuest.

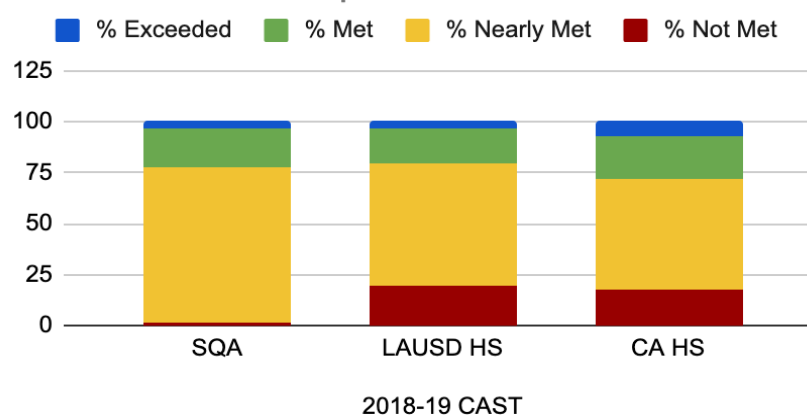
For the 2018-19 SBAC administration, SQA had two statistically significant subgroups—Latino and Socioeconomically Disadvantaged students. Nearly all students enrolled were included in one or both of these subgroups, and subgroup scores reflect the overall schoolwide scores. While not statistically significant and therefore not included in SQA's California School Dashboard, scores for the subgroup of Students with Disabilities were published. They indicate a much lower percentage scoring in the Standard

Met or Exceeded category for ELA at 30.77%, compared to the schoolwide average of 65.81%. However, the scores of SQA's Students with Disabilities subgroup are nearly on par with the schoolwide average of resident schools, at 31.16%. No SQA students in the Students with Disabilities subgroup scored in the Standard Met or Exceeded category for Math. This is certainly an area of focus that will be addressed through consistent tracking of student progress using diagnostic testing to identify and address skill and content gaps, focused intervention both within and outside of the regular class periods, and on-going professional development for teachers, including a focus on analyzing and responding to student data to improve academic outcomes for students.

While not included in the California Dashboard data, SQA's first administration of the 2018-19 California Science Test (CAST) shows that while the percentage of SQA students who scored in the Standard Met or Exceeded category is slightly higher than the average for LAUSD high schools and nearly 6 percentage points below the average for high school students statewide. Only 1.63% of SQA students scored in the Standard Not Met category, compared to 19.82% of LAUSD high school students and 17.77% of high school students statewide. It is promising that 76.42% of SQA students scored in the Nearly Met category, indicating they are close to meeting the standards in Science.

2018-19 CAST					
	% Not Met	% Nearly Met	% Met	% Exceeded	% Met/ Exceeded
SQA	1.63	76.42	18.7	3.25	21.95
LAUSD HS	19.82	59.7	16.93	3.56	20.49
CA HS	17.77	54.51	20.95	6.77	27.72

2018-19 CAST Comparison



Data source: California Department of Education DataQuest.

High School Graduation

Synergy Quantum Academy's 4-year cohort graduation rate is above the average for other public high schools in its community and on par with districtwide and statewide averages. However, as seen in the table below, the percentage of Synergy graduates who graduate meeting all UC/CSU requirements far exceeds neighborhood, district, and state rates. Synergy provides all students with a rigorous course of study and graduation requirements that exceed the state minimum and district requirements. SQA's graduation requirements align with UC/CSU course requirements, including the requirement that students

pass courses with a C or better. SQA's Academic Counselors will continue to support students in staying on track to meet graduation requirements, with the goal of improving graduation rates to meet the district goal of 100% graduation.

4-Year Cohort Graduation Rate & UC/CSU Requirements				
	2017-18		2018-19	
	4-yr Grad Rate	% UC/CSU	4-yr Grad Rate	% UC/CSU
SQA	80.2%	95.5%	81.1%	95.7%
Resident Schools	75.7%	60.0%	73.6%	58.1%
LAUSD	80.1%	65.6%	81.5%	63.7%
California	83.0%	49.9%	84.5%	50.5%

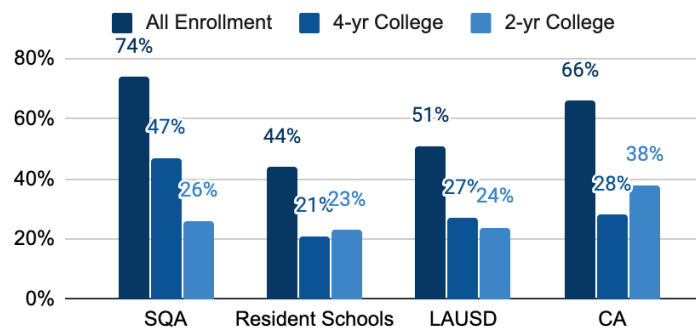
Data source: California Department of Education DataQuest.

Post-Secondary Outcomes

Synergy is proud to see so many of our graduates continue their education after high school. In a community where only 4% of adults hold a college degree, it is significant to see three-quarters of our graduates enroll in college after high school. Compared to resident schools, LAUSD, and the state of California, SQA graduates enroll in college at a much higher rate, especially for enrollment at 4-year colleges and universities.

c/o 2018 Post-Secondary Enrollment Comparison			
	All Enrollment	4-yr College	2-yr College
SQA	74%	47%	26%
Resident Schools	44%	21%	23%
LAUSD	51%	27%	24%
CA	66%	28%	38%

Post-Secondary Enrollment Comparison



c/o 2018 Post-Secondary Enrollment Comparison - Fall after HS

Data source: SQA data from the National Student Clearinghouse; comparison data from CDE's DataQuest.

SQA's post-secondary outcomes have remained steady over the past few years, with about three-quarters of graduates enrolling in college in the fall after high school each year since 2016. A significantly higher percentage of graduates enroll in 4-year colleges and universities to pursue bachelor degrees. According to the National Student Clearinghouse Research Center's 2019 High School Benchmarks Report, only 54% of graduates from High Poverty Schools (with 75% or more students qualifying for free or reduced-price lunch) enrolled in college after high school. For SQA graduates, with 98% qualifying for free or reduced-price lunch, 77% enrolled in college that year. The 2019 High School Benchmark Report also shows that only 58% of graduates from High Minority Schools (where at least 40% of the students are Black or Latino/Hispanic) enrolled in college after high school. Again, SQA graduates, 100% of which are Black or Latino, enrolled in college at a rate almost 20 percentage points higher than the national average for similar student populations.

College Enrollment Fall After High School Graduation				
	c/o 2016	c/o 2017	c/o 2018	c/o 2019
SQA All	75%	79%	74%	77%
SQA 2-yr	31%	29%	26%	29%
SQA 4-yr	44%	50%	47%	48%

Data source: National Student Clearinghouse

SQA students are persisting in college at rates on par with national norms. The National Student Clearinghouse Research Center's 2019 High School Benchmarks Report reports that for the Class of 2016, 79% of students from High Poverty High Schools and 82% of students from High Minority High Schools who enrolled in college the first year after high school returned to college for a second year. SQA's graduates from the classes of 2016 and 2017 had an average college persistence rate of 83%, but 95% of graduates from the class of 2016 who enrolled at 4-year colleges or universities returned for a second year.

College Persistence - % Students who Return for a Second Year in College		
	c/o 2016	c/o 2017
SQA All	83%	83%
SQA 2-yr	70%	83%
SQA 4-yr	95%	83%

Data source: National Student Clearinghouse

Synergy Quantum Academy tracks college completion of graduates based on the National Student Clearinghouse reports. The National Student Clearinghouse reports on college enrollment, college persistence, and college completion within 6 years of high school graduation. For Synergy Quantum Academy's first graduating class, the Class of 2013, 12% completed a college degree within six years of high school graduation. According to the National Student Clearinghouse Research Center's High School Benchmarks 2019 report, this is lower than the national average from the Class of 2012 of 21% for High Poverty Schools (with 75% or more students qualifying for free or reduced-price lunch). However, the college completion rate for SQA's for the Class of 2013 is three times higher than the community average as referenced in the Community Need for Charter School section.

Synergy Quantum Academy already sees growth in college completion rates. SQA's Class of 2014 shows a college completion rate of 21%, five years after high school graduation, which is on par with national averages for similar student populations. Synergy will continue to monitor college enrollment, persistence, and completion of its graduates, and look for additional opportunities to improve post-

secondary outcomes. Synergy will strive to maintain contact with graduates as they continue their education through college. Synergy will also gather feedback from its graduates to identify ways to strengthen the college and career readiness components of its high school program.

STUDENT POPULATION TO BE SERVED

Synergy Quantum Academy serves students in grades 9-12. Of currently enrolled students, 99% are Latino and 1% are African American; 14% receive special education services; 11% are English Learners; and approximately 99% qualify for free- or reduced-price lunch. The following is Synergy Quantum Academy's 5-year enrollment plan:

Anticipated Enrollment					
Grade	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
9	150	150	150	150	150
10	155	155	155	155	155
11	140	140	140	140	140
12	138	138	138	138	138
Total	583	583	583	583	583

GOALS AND PHILOSOPHY

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

- To teach a stimulating and academically rigorous 9th through 12th grade standards-based and research-based college-preparatory curriculum that meets the University of California's A-G requirements.
- To provide a strong foundation in STEM.
- To raise student achievement by enabling students to become self-motivated, competent, and lifelong learners.
- To develop critical thinkers and problem solvers.
- To empower families to take an active role in their children's education.
- To serve as a model school that leads the charge towards eliminating achievement gaps and enabling educational equity for all students.

All of these goals combined enable all students, including academically low-achieving students, to become self-motivated, competent, and lifelong learners because they provide a solid foundation in academic content knowledge from which the students can build upon by continuing their education through college and beyond. They provide critical thinking and problem-solving strategies so that students feel competent in solving different problems they may encounter throughout their lives. They empower students' families with tools to help their children continue their learning outside of Synergy Quantum Academy, and they motivate students to continue learning as a means to achieving life goals and working in service of their community. Synergy Quantum Academy aims to prove that all students can achieve and compete academically, and provides all students, including academically low-achieving students, with equal access to academic programs because Synergy Quantum Academy's goal is to eliminate the achievement gap for educationally disadvantaged students. The reason Synergy Quantum Academy exists is to serve the needs of educationally disadvantaged students and to prove that these students can pursue the high standards set by the Common Core State Standards and the Next Generation Science Standards.

These goals also align with the **mission** of Synergy Academies, which is to create and share solutions that eliminate the achievement gap by implementing a holistic approach to education, believing in collective

accountability, and sharing best practices through professional collaboration. Our **vision** is to create model STEM schools that will empower students to be the next generation of problem solvers.

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

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

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

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

At Synergy, we implement STEM using 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: Using the Next Generation Science Standards to guide instruction, students study physical, life, and environmental 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 a 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 activity, project, and problem based learning that mirrors the eight practices of professional engineers: Defining Problems, Developing and Using Models, Planning and Carrying Out Investigations, Analyzing and Interpreting Data, Using Mathematical and Computational Thinking, Designing Solutions, Engaging in Argument from Evidence, and Obtaining, Evaluating, and Communicating Information.

MATH: Using the Common Core State Standards to guide instruction, students will gain both a conceptual understanding of key concepts and procedural skills and fluency in calculations. Once students

have a solid foundation of conceptual understanding with speed and accuracy, they should use math in situations that require mathematical knowledge through application.

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.



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

In the 21st century, we live in a time of ever-increasing complexity. However, it is becoming easier to see that people can increase their ability to compete in society, as well as to contribute to it, by furthering their education. In addition to becoming problem solvers, Synergy Quantum Academy's educational goals for its students are to become educated persons who have:

1. A well-rounded education – Students need the basic literacy skills of listening, speaking, reading, and writing. They must have basic math skills, think algebraically, and engage in problem solving. They should have a solid foundation in the four core curricular areas of language arts, mathematics, history-social science, and science.
2. The ability to work independently and as part of a team – Educated persons are self-motivated, self-directed, and self-reliant individuals who can pursue an area of inquiry on their own. They also have the social, collaboration, and communication skills necessary to work with others as part of a team.
3. The ability to be developers and creators, 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, using technology as a tool to create, develop and communicate their original ideas.
4. The opportunity to attend a four-year university or to pursue whatever educational path they choose – Educated persons are lifelong learners and should possess the skills and traits necessary to further their education by attending the four-year university of their choice. Although educated persons should have that choice, they may or may not exercise their option and should be free to pursue whatever educational path they choose.

How Learning Best Occurs

Learning best occurs:

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

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

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

Students demonstrate STEM knowledge by:

- Adapting to technological evolution.
- Modeling real world problems with mathematics and technology.

- Completing successfully four or more semesters of technology and/or engineering courses.
- Engaging in instruction and project-based opportunities to achieve mastery.
- Demonstrating technological and media literacy proficiency by completing a yearly culminating collaborative presentation.

Students demonstrate PERSEVERANCE by:

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

Students demonstrate CRITICAL THINKING by:

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

Students demonstrate verbal, written and technical COMMUNICATION by:

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

Students demonstrate PROBLEM SOLVING by:

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

LCFF STATE PRIORITIES

GOAL #1

Goal: Ensure all students attain proficiency in academic content standards.

Related State Priorities:

- | | | |
|---------------------------------------|---------------------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input checked="" 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 | |

Local Priorities:

- ☐:
- ☐:

Specific Annual Actions to Achieve Goal

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

Expected Annual Measurable Outcomes

Outcome #1: Percentage of students and subgroups Met or Exceeded the Standards on the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts will increase to be equal to or greater than the state average.

Metric/Method for Measuring: Percentage of students scoring Met or Exceeded on the ELA CAASPP.

APPLICABLE STUDENT GROUPS	Baseline (2019)	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	65.81%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
English Learners	*	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Socioecon. Disadv./Low Income Students	66.66%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	65.52%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Students of Two or More Races	*	*	*	*	*	*

Outcome #2: Percentage of students and subgroups Met or Exceeded the Standards on the California Assessment of Student Performance and Progress (CAASPP) in Mathematics will increase to be equal to or greater than the state average.

Metric/Method for Measuring: Percentage of students scoring Met or Exceeded on the Math CAASPP.						
APPLICABLE STUDENT GROUPS	Baseline	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	26.96%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	26.36%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
Latino Students	27.2%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Students of Two or More Races	*	*	*	*	*	*
Outcome #3: Rate of English Learners Reclassified Fluent English Proficient (RFEP rate) will be equal to or higher than LAUSD resident schools.						
Metric/Method for Measuring: RFEP rate as reported through DataQuest.						
APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	11.3%	= or > LAUSD res. schools	= or > LAUSD res. schools	= or > LAUSD res. schools	= or > LAUSD res. schools	= or > LAUSD res. schools
GOAL #2						
Goal: Ensure that students graduate college and career ready, prepared for postsecondary success.				Related State Priorities:		
				<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" 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">Attract and retain quality teachers.Add intervention classes for ELA and Math with classroom support.Provide after school intervention for students not meeting grade level standards and AP Boot Camp.Use relevant computer software to enhance curriculum and provide benchmark testing.Provide professional development and training opportunities in effective instructional strategies for all students and sub groups.Provide Instructional Coaches to support all teachers in providing effective instruction.						
Expected Annual Measurable Outcomes						
Outcome #1: Percentage of students and subgroups graduating in four years will increase to be equal to or higher than the state average.						
Metric/Method for Measuring: 4-Year Cohort Graduation Rate.						

APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	81.1%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	81.7%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	81.1%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Students of Two or More Races	*	*	*	*	*	*
Outcome #2: Percentage of graduates meeting A-G requirements will be equal to or higher than the state average. Metric/Method for Measuring: Percent of graduates meeting A-G requirements						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	95.6%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	95.6%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	95.7%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Students of Two or More Races	*	*	*	*	*	*
Outcome #3: Percentage of students and subgroup “prepared” on the College and Career Readiness Indicator on the California School Dashboard will be equal to or greater than the state average. Metric/Method for Measuring: Percentage of students “prepared” on the CCI.						
APPLICABLE STUDENT GROUPS	Baseline (2019)	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	73.8%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	74.3%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*

African American Students	*	*	*	*	*	*
Latino Students	73.8%	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.	= or > state avg.
Students of Two or More Races	*	*	*	*	*	*

Outcome #4: Percentage of students enrolling in college the year after high school will be equal to or greater than local, state and national averages for similar schools.

Metric/Method for Measuring: Percentage of students enrolling in college after high school.

APPLICABLE STUDENT GROUPS	Baseline (2017-18)	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	66.3%	= or > national avg.	= or > national avg.	= or > national avg.	= or > national avg.	= or > national avg.
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	65.9%	= or > national avg.	= or > national avg.	= or > national avg.	= or > national avg.	= or > national avg.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	66.7%	= or > national avg.	= or > national avg.	= or > national avg.	= or > national avg.	= or > national avg.
Students of Two or More Races	*	*	*	*	*	*

GOAL #3

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

Related State Priorities:

- ☒ 1 ☒ 4 ☒ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:

- ☐:
☐:

Specific Annual Actions to Achieve Goal

- Purchase/lease iPads, laptops and other technology to support student learning.
- Purchase textbooks, other books and learning materials to support student learning.
- Provide field trips that will connect classroom learning with real world applications.
- Maintain a STEM Director to implement and support Project Lead The Way (PLTW) and Computer Science program.
- Maintain an IT support staff to assist with technology use and implementation.
- Provide an Assistant Principal, Instructional Coordinators, Lead Teachers, and Beginning Teacher Support and Assessment (BTSA) support providers to mentor and train new teachers.
- Provide professional development opportunities to teachers, including a summer institute and outside workshops, conferences and trainings.

- *Provide clean and welcoming facilities to ensure an effective and safe learning environment.*
- *Attract and retain high quality staff including teachers, administrators, and support staff to provide high quality instruction and a positive school climate and the services needed to support that.*

Expected Annual Measurable Outcomes

Outcome #1: All students have access to standards-aligned instructional materials.

Metric/Method for Measuring: Number of students without access to standards aligned materials as indicated on the School Accountability Report Card (SARC).

APPLICABLE STUDENT GROUPS	Baseline	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	0	0	0	0	0	0
English Learners	0	0	0	0	0	0
Socioecon. Disadv./Low Income Students	0	0	0	0	0	0
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	0	0	0	0	0	0
Students of Two or More Races	*	*	*	*	*	*

Outcome #2: Teachers are qualified to teach in their subject area and all appropriately assigned.

Metric/Method for Measuring: Number of teachers not appropriately assigned as indicated on the SARC.

APPLICABLE STUDENT GROUPS	Baseline	2021-22	2022-23	2023-24	2024-25	2025-26
Teachers (Schoolwide)	0	0	0	0	0	0

Outcome #3: Teachers will have the materials and resources needed to effectively teach a standards-based curriculum.

Metric/Method for Measuring: Percentage of teachers indicating they have the materials and resources needed to teach the State standards, as measured by staff surveys.

APPLICABLE STUDENT GROUPS	Baseline	2021-22	2022-23	2023-24	2024-25	2025-26
Teacher Responses	95%	95%+	95%+	95%+	95%+	95%+

Outcome #4: Teachers have sufficient professional development and planning time to effectively teach a standards-based curriculum.

Metric/Method for Measuring: Percentage of teachers indicating they have sufficient professional development and planning time to teach the State standards, as measured by staff surveys.

APPLICABLE STUDENT GROUPS	Baseline	2021-22	2022-23	2023-24	2024-25	2025-26
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Teacher Responses	91%	92%	93%	94%	95%	95%+
GOAL #4						
Goal: Cultivate a positive school culture and system of supports for students' personal and academic growth, including parent involvement in students' education.				Related State Priorities:		
				<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" 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"> Maintain a Dean of School Culture and Athletics, a College and Career Counselor, and additional school counselors. Maintain a Family & Community Outreach Manager Provide parent empowerment workshops. Provide field trips and other incentives to students for attendance and academic growth. Provide student activities to build a positive school culture, including summer bridge and student clubs. Provide clean and welcoming facilities for both students and families. Provide part time social work and counseling interns. 						
Expected Annual Measurable Outcomes						
Outcome #1: Maintain an attendance rate of 95% or higher. Metric/Method for Measuring: Attendance rate of enrolled students.						
APPLICABLE STUDENT GROUPS	Baseline	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	95.59%	95% or higher	95% or higher	95% or higher	95% or higher	95% or higher
English Learners	95.59%*	95% or higher	95% or higher	95% or higher	95% or higher	95% or higher
Socioecon. Disadv./Low Income Students	95.59%*	95% or higher	95% or higher	95% or higher	95% or higher	95% or higher
Foster Youth	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Latino Students	95.59%*	95% or higher	95% or higher	95% or higher	95% or higher	95% or higher
Students of Two or More Races	*	*	*	*	*	*
Outcome #2: Maintain a chronic absenteeism rate that is equal to or lower than the state average for high school students. Metric/Method for Measuring: Chronic absenteeism rate.						
APPLICABLE STUDENT GROUPS	Baseline	2021-22	2022-23	2023-24	2024-25	2025-26

All Students (Schoolwide)	12.1%	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.
English Learners	19.4%	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.
Socioecon. Disadv./Low Income Students	11.8%	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.
Foster Youth	*	*	*	*	*	*
Students with Disabilities	21.4%	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.
African American Students	*	*	*	*	*	*
Latino Students	12%	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.
Students of Two or More Races	*	*	*	*	*	*
Outcome #3: Maintain a suspension rate of less than 5%. Metric/Method for Measuring: Percentage of students suspended.						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	0.9%	< 5%	< 5%	< 5%	< 5%	< 5%
English Learners	0%	< 5%	< 5%	< 5%	< 5%	< 5%
Socioecon. Disadv./Low Income Students	0.9%	< 5%	< 5%	< 5%	< 5%	< 5%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	< 5%	< 5%	< 5%	< 5%	< 5%
African American Students	*	*	*	*	*	*
Latino Students	0.9%	< 5%	< 5%	< 5%	< 5%	< 5%
Students of Two or More Races	*	*	*	*	*	*
Outcome #4: Maintain an expulsion rate of less than 1%. Metric/Method for Measuring: Percentage of students expelled.						
APPLICABLE STUDENT GROUPS	Baseline (2018-19)	2021-22	2022-23	2023-24	2024-25	2025-26
All Students (Schoolwide)	0%	< 1%	< 1%	< 1%	< 1%	< 1%
English Learners	0%	< 1%	< 1%	< 1%	< 1%	< 1%
Socioecon. Disadv./Low Income Students	0%	< 1%	< 1%	< 1%	< 1%	< 1%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	0%	< 1%	< 1%	< 1%	< 1%	< 1%
African American Students	*	*	*	*	*	*
Latino Students	0%	< 1%	< 1%	< 1%	< 1%	< 1%
Students of Two or More Races	*	*	*	*	*	*
Outcome #5: Parent participation in twice annual parent-teacher conferences will be equal to or greater than 75%. Metric/Method for Measuring: Percentage of parents attending parent conferences.						

APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-22	2022-23	2023-24	2024-25	2025-26
Parent Participation (Schoolwide)	73%	>75%	>75%	>75%	>75%	>75%
Outcome #6: Percentages on the CHKS School Climate Index will be equal to or greater than the state average. Metric/Method for Measuring: Percentages on the CHKS School Climate Index.						
APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-22	2022-23	2023-24	2024-25	2025-26
School Climate Index (Schoolwide)	336 (78 th percentile)	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.	= or < state avg.
Outcome #7: Over 80% of annual parent survey results will give the Charter School an A or B rating. Metric/Method for Measuring: Percentage of parents rating the school an A or a B.						
APPLICABLE STUDENT GROUPS	Baseline (2019-20)	2021-22	2022-23	2023-24	2024-25	2025-26
Parent Responses (Schoolwide)	91%	>80%	>80%	>80%	>80%	>80%

INSTRUCTIONAL DESIGN

Synergy Quantum Academy's instructional philosophy is fundamentally based upon the belief that all students are capable of learning and succeeding academically at grade level. Additionally, Synergy Quantum Academy embodies the successful transferable instructional practices of the organization's elementary school, Synergy Charter Academy, which was able to take students who historically performed in the bottom 10-20% statewide and catapult them to perform among the top 10% statewide. Synergy Quantum Academy's stimulating and academically rigorous standards-based 9th through 12th grade instructional program is site-based and all classes have approximately 25-35 students. The Charter School operates during a traditional school year of 180 days. All core subjects in each grade are taught by a qualified teacher as mandated by Education Code Section 47605(l). Teachers use a variety of whole group instruction, small group instruction, individual instruction, and independent practice. Synergy Quantum Academy meets the required minimum instructional minutes required of charter schools.

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

Synergy teaches a complete, standards-based curriculum that promotes literacy across the content areas. This approach helps Synergy's students develop a strong foundation in reading and fluency in math so that they can engage in higher-level critical thinking and grade-level content standards in all subject areas.

Synergy approaches instruction through the implementing four key strategies:

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

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

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

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

1. Focus on Fluency – The Southern Region Educational Board (“SREB”) 2009 report entitled A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States stated, “SREB strongly believes that improving middle grades and high school students’ reading comprehension skills is the most important action states and schools can take to improve achievement in all subjects.” Synergy believes that focusing on fluency is a key component to improving comprehension, and there is much research evidence supporting this assertion. For example, according to the Center for the Improvement of Early Reading Achievement (“CIERA”), “Fluency is important because it provides a bridge between word recognition and comprehension.” It allows readers to focus on meaning because they do not have to concentrate on decoding words. Building fluency is important because many of the students in Synergy Quantum Academy’s targeted area are reading below grade level. Therefore, Synergy Quantum Academy builds upon the success that Synergy Charter Academy and Synergy Kinetic Academy have been able to achieve in improving students’ reading abilities so that they can access grade-level text in all curricular areas. Additionally, Synergy expands the concept of “fluency” beyond the realm of reading into other content areas such as writing and mathematics, with the goal of developing disciplinary literacy across all content areas.
2. Focus on Academic Language – In order to help students gain confidence with academically demanding tasks, they must have a high degree of comfort with the academic language that these tasks require. This comes through consistent exposure and practice using academic language, both written and verbal. It is thus the teacher’s responsibility to use lessons and practice sessions to imbue students with rich, academic language so that they can perform well on academically demanding tasks. This is especially important in high school to prepare students for college-level work. An example of having all students focus on academic language, including English Learners, is Synergy’s approach of using cognates to teach higher-level vocabulary that students may encounter in their high school courses. Cognates are words in two languages that share a common linguistic origin. Many cognates in English and Spanish are quite obvious. Additionally, Synergy teaches cognates that are not as obvious. For example, the academic word “terrestrial,” which means, “of, on, or relating to the earth,” may be very intimidating to an English Learner who is more comfortable speaking Spanish. However, teaching cognates, which builds upon English Learners’ prior knowledge, can help students realize that the English word “terrestrial” has a linguistic connection to the Spanish word “tierra,” which means, “land or earth.” In this way, English Learners will see that their knowledge of their primary language is valued because it helps them learn academic language in English.
3. Focus on Schemas – Schemas are useful because they are concrete conceptual patterns that students already have in their minds that help them make sense of the world around them. Teachers in all subjects will tie the rigorous high school curriculum to students’ prior knowledge (schemas) in order to make the content standards more accessible, especially to students who enter high school significantly below grade level. For example, in a chemistry class, if a student is having difficulty understanding the difference between a solute and solvent, a schema that provides a concrete

picture is the example of washing one's hands. In the hand-washing example, the solute is the dirt on one's hands, and the solvent is the water that dissolves the dirt. Using this schema makes it easier to tap into prior knowledge (that students understand how to wash their hands) and makes academic content (the difference between a solute and solvent) more accessible. Another example of how accessing students' schemas can be powerful in learning college-preparatory material is in teaching algebraic thinking and notation to help students understand mathematical concepts in all math strands.

4. Focus on Time on Task – Since “time” is a valuable but limited resource, we must make very efficient use of it. Time on Task is applicable in all curricular areas and it also necessitates that students are always mentally engaged in either a lesson or in practice. Instructional planning is an essential skill, and unit and lesson plans should be developed collaboratively and continually reflected upon and revised to maximize student learning. Lessons and practice sessions should be well paced and instructionally efficient. Also, idle time and transition time should be minimized. A unique aspect of Synergy's schools is that they do not rely on a longer school year or on a significantly longer school day in order to obtain high academic outcomes. These results are attributable to Synergy's focus on Time on Task in which teachers and students learn how to make more efficient use of instructional time.

Time on Task, according to Synergy's founders, also 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. Problem-based learning is one strategy that can be used to provide students with hands-on learning experiences that are based on real-world problems and solutions, connecting academic content to the broad context of student's lives.

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

Rationale for Instructional Methodology

Research and empirical evidence by a wide variety of sources support Synergy Quantum Academy's stimulating and academically rigorous educational program. One important aspect of Synergy Quantum Academy's instructional methodology is the direct instruction model as described by Jeanne S. Chall in the book, *The Academic Achievement Challenge*. In the direct instruction model, a structured and sequenced curriculum is delivered and there is an emphasis on knowledge and skills. The direct instruction model is important because the vast majority of students reach higher levels of achievement under this model, especially when the students come from low socio-economic backgrounds. Bruce Joyce, Marsha Weil, and Emily Calhoun also describe a direct instruction model in the book, *Models of Teaching*. It describes the phases of a direct instruction lesson as consisting of 1) Orientation, 2) Presentation, 3) Highly Structured Practice, 4) Guided Practice, and 5) Independent Practice.

Synergy Quantum Academy's English program will address the elements of effective literacy programs as outlined in the report, *A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States*. Synergy believes that improving students' reading comprehension skills is indeed critical to their success in all subject areas. As explained in the report, “Reading with comprehension defines learning in

every subject – including mathematics and the sciences.” Additionally, the report points out the dire consequences of students’ reading problems. The report states, “Too many students begin to fall behind in reading after they leave the early grades. By ninth grade, many struggling readers are destined to become high school dropouts.” SQA teachers use a variety of strategies to teach reading comprehension including the following that are explained in Robert Marzano’s *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction* (2017):

- Using graphic organizers and non-linguistic representations
- Generating questions
- Summarizing and note taking
- Cooperative learning
- Setting objectives and providing feedback
- Generating and testing hypotheses
- Using questions, cues, and advance organizers

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

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

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

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

Key components recommended by Reading Next and that are embedded in Synergy Quantum Academy's instructional program include direct, explicit comprehension instruction, language arts teachers using content-area texts and content-area teachers providing instruction and practice in reading and writing skills, using technology as a tool for instruction, and teachers working in interdisciplinary teams. Additionally, the report recommends building motivation to become independent readers and learners.

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

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

Furthermore, Doug Lemov's book, Teach Like a Champion 2.0: 62 Techniques that Put Students on the Path to College, serves as a main source for concrete, effective teaching strategies that support both Synergy's foundational instructional approaches and its key strategies. For instance, the book describes the importance of teaching foundational skills such as "how to use a chisel" in order to eventually teach students how to create a masterpiece (using higher level skills) with the "chisel" such as Michelangelo's Statue of David. The book also describes 62 specific instructional techniques that are mainly focused on how to effectively teach at the middle and high school levels, including techniques to establish classroom routines, maximize student engagement in learning, and use data to inform instruction.

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

Social Justice

Synergy Quantum Academy's founders utilized the social justice framework used by the Principal Leadership Institute at the University of California, Los Angeles (UCLA) when seeking to contribute to

educational reform. Social justice is a mindset and framework for thinking about achieving equality in education and in society in general.

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

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

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

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

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

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

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

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

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

Curriculum and Instruction

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

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

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

Below is an outline of the recommended curriculum offered at Synergy Quantum Academy. At a minimum, Synergy Quantum Academy students will complete 240 credits (160 core curriculum credits and 80 other credits) in order to graduate.

Synergy Quantum Academy Graduation Requirements & Course Sequence:

160 Core Classes 20 College Prep Electives 20 Engineering/Tech Electives 40 Synergy Electives

Subject Requirement	Synergy Graduation Requirement ⁵	UC and CSU Admission Requirement
History/Social Sciences – A*	3 years – 30 credits	2 years
	Human Geography – 9 th World History/AP World History– 10 th US History/AP US History – 11 th Government & Economics – 12 th AP Government - 12 th	1 year World History 1 year U.S. History or one-half year U.S. History and one-half year of Government
English – B*	4 years – 40 credits	4 years
	English 9/Honors English 9	English 1

⁵ Synergy's graduation requirements are the number of years and credits identified for each subject below. The individual courses listed under each year/credit designation may change from time to time, but the graduation requirements remain the same.

	English 10/Honors English 10 English 11/AP English Lang. English12/ERWC/AP English Lit.	English 2 English 3 English 4
Mathematics – C*	3 years – 30 credits	3 years (4 recommended)
	Algebra 1 Geometry Algebra 2 or MRWC or Advanced Math Course	Algebra 1 Geometry Algebra 2
Science – D*	3 years - 30 credits	2 years (3 recommended)
	Biology Chemistry Physics Environmental Science or Advanced Science Course	1 Life 1 Physical
Language other than English – E*	2 years – 20 credits	2 years (3 recommended)
	Spanish 1 (Native or Non-Native) Spanish 2 (Native or Non-Native) Spanish 3 (Native or Non-Native) or AP Spanish Language	2 years in a Single language
Visual & Performing Arts – F*	1 year – 10 credits	1 year
	Music Appreciation or Choir or Computer Graphic Design	
College Prep Elective – G*	2 years – 20 credits	1 year (must fall within A-F)
	College and Career Seminar Creative Writing Economics Human Geography Intro to Engineering Design ASB/Leadership Development Any additional year of an A-F course	
Engineering/ Technology Electives	20 credits	Not Required by UC or CSU
	Introduction to Engineering Design (IED) Principles of Engineering (POE) Engineering Design and Development (EDD) Introduction to Computer Science Computer Graphic Design	
Synergy Electives	40 credits	Not Required by UC or CSU
Community Service	40 hours	Not Required by UC or CSU
Total Credits	240 credits	

* = Core Classes

Sample Comprehensive Course List

Subject Area	9 th grade		10 th grade		11 th grade		12 th grade	
	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester	1 st Semester	2 nd Semester

ELA	English 9** Honors English 9** ELD 3/4**	English 10** Honors English 10**	English 11** AP English Lang and Composition**	English 12/ERWC** AP English Lit and Composition**
Math	Algebra I** Algebra I Support* Geometry**	Algebra I** Geometry** Algebra II**	Geometry** Algebra II** Pre-Calculus** AP Stats**	Pre-Calculus** Mathematical Reasoning with Connections (MRWC) AP Calculus** AP Stats**
History-Social Science	Human Geography** Honors Human Geography**	World History** AP World History**	US History** AP US History**	AP Govt**/Economics Govt**/Economics
Science	Biology** Honors Biology**	Biology** Physics** Chemistry** Honors Chemistry**	Chemistry** Honors Chemistry** Physics** AP Biology** Environmental Science**	Chemistry** AP Physics** Physics** Environmental Science** AP Environmental Science** AP Biology**
World Language	Spanish 1 Native** Spanish 1 Non- Native**	Spanish 1 or 2 Native** Spanish 1 or 2 Non- Native**	Spanish 2 or 3 Native** Spanish 2 or 3 Non- Native** AP Spanish**	Spanish 3 Native** Spanish 3 Non-Native** AP Spanish**
Visual & Performing Arts	Choir** Music Appreciation** Computer Graphic Design**	Choir** Music Appreciation** Computer Graphic Design**	Choir** Music Appreciation** Computer Graphic Design**	Choir** Music Appreciation** Computer Graphic Design**
Engineering/ Technology Electives	Computer Graphic Design** IED**	Computer Graphic Design** IED** POE** Computer Science**	IED** POE** EDD** Computer Science** Principles of Biomedical Science**	IED** POE** EDD** Computer Science* AP Computer Science** Principles of Biomedical Science**
Other Electives	Algebra I Tutorial* ELD 1/2* Health: Human Anatomy** Associated Student Body (ASB)* Physical Education (PE)*	Health: Human Anatomy* ASB* PE* Cultural Studies** Trials in History**	ASB* PE* Speech and Debate** Trials in History**	ASB* College and Career Prep** PE* Global Studies: Current Events**

* Satisfies Synergy Graduation requirements

** Satisfies Synergy Graduation requirements and A-G requirements

*** Satisfies Synergy Graduation requirements and is pending A-G approval

English Language Arts

As described in detail earlier in *A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States*, Synergy believes in the SREB recommendation of developing students' reading comprehension skills and making it the number one priority in middle school and high school because

reading defines learning in every subject. If reading is not made the number one priority, the report describes that by ninth grade, struggling readers are destined to become high school dropouts.

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

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

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

In line with the California State Board of Education's requirements, the standards are not altered for English Learners because doing so would deny EL students the opportunity to achieve the standards. Instead, support is given to them so that they may meet the standards. Synergy Quantum Academy provides designated English Language Development instruction, as well as integrated ELD strategies throughout all courses. Teachers use a variety of strategies to support English language development, including Specially Designed Academic Instruction in English ("SDAIE") to help make content more comprehensible. Teachers also use peer-to-peer tutoring and realia, scaffolded lessons to break down assignments into more manageable parts, and graphic organizers, among other strategies. Reading, writing, listening, and speaking are taught in the context of a rich, substantive core curriculum.

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

English 9 and Honors English 9

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

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

- Demonstrate the ability to read and comprehend a wide range of grade-appropriate fiction and non-fiction texts.
- Within a wide range of mediums and styles, communicate clearly and concisely through discussions, oral presentations, and the written word.
- Think critically and synthesize information by successfully completing group and individual projects and assignments.

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

English 10 and Honors English 10

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

The goal of English 10 and Honors English 10 courses is to introduce students to a variety of texts and writing situations so they will be able to:

- Communicate clearly and coherently in writing and orally within a range of media and styles.
- Read and comprehend a wide range of fiction and nonfiction in grade appropriate materials.
- Solve problems and think critically by effectively completing challenging group and individual projects and assignments.
- Understand the complexities of global and societal issues through reading, writing, discussion, and oral and multimedia presentations.
- Write clear and concise essays that support thesis with evidence, convey information from primary and secondary sources, and distinguish between relative values of ideas.

- Read critically from a variety of whole texts and excerpts and respond to them both orally in writing.
- Analyze literary works in terms of the critical cultural and historical influences.
- Analyze the author's use of style and literary devices, such as irony, metaphor and simile, in terms of the impact on the reader. They will identify the speaker, tone, point of view, and other literary characteristics and analyze literary works in these terms.
- Understand the importance of diction from the point of view of the author as well as the reader. They will apply these same choices in their own writings. They will continue to develop written and oral vocabulary through their knowledge of word roots and will pay close attention to diction.
- Generate relevant research questions as they read and evaluate texts in terms of credibility.
- Write multi-paragraph autobiographical, analytical, compare and contrast, reflective, persuasive, expository, and cause and effect essays that express their own ideas with clarity, coherence, conciseness, precision, and fluency in written and oral communication.
- Understand and practice all stages of the writing process: prewriting, drafting, revising, editing, and final draft presentation and publishing, and apply knowledge of analysis, grammar usage, structure, and composition.
- Complete a research project and synthesize the ideas researched, using MLA format.
- Respond to literature in written form. They will use appropriate sensory details and citations and support their ideas through detailed analysis of the text.
- Develop their own theme in an essay and distinguish between the points of lesser and greater importance to their argument or point of view.
- Write and speak using standard English conventions. They will discern the differences between phrases and clauses and understand and use appropriate sentence structures.
- Structure ideas and arguments both orally and in writing in a logical, coherent, and persuasive way and support their ideas with precise and relevant examples.

English 11

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

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

- Communicate arguments clearly and coherently both orally, and in writing within a range of media and styles.
- Read and comprehend the fluid relationship between fiction and nonfiction through grade appropriate materials.
- Develop critical thinking and problem-solving skills through effective completion of both individual and group projects.
- Understand the complexities of historical, global, and societal issues.

- Write clear, concise writing assignments that contain a strong thesis, and are thoroughly supported with evidence from multiple sources (primary, secondary).
- Read critically from a variety of whole texts and excerpts and respond to them both orally in writing.
- Analyze literary works in terms cultural and historical influences.
- Analyze the author's purpose, and use of style (in terms of impact on the reader). Students will be able to aptly identify speaker, tone, point of view, and other literary characteristics.
- Understand the importance of diction, from the author's point of view. They will apply these same choices in their own writing. They will continue to develop written and oral vocabulary through their knowledge of word roots.
- Generate relevant research questions as they read and evaluate texts in terms of credibility.
- Write multi-paragraph autobiographical, analytical, compare and contrast, reflective, persuasive, expository, and cause and effect essays that express their own ideas with clarity, coherence, conciseness, precision, and fluency in written and oral communication.
- Understand and practice all stages of the writing process: prewriting, drafting, revising, editing, and final draft presentation and publishing, and apply knowledge of analysis, grammar usage, structure, and composition.
- Complete a research project and synthesize ideas researched, using MLA format.
- Respond to literature in written form. They will use appropriate citations, and support their ideas through detailed analysis of the text.
- Develop the ability to construct written arguments regarding theme(s) across different literary works. Students will be able to aptly support all claims with examples based on textual evidence.
- Write and speak using standard English conventions. They will be able to discern differences between phrases and clauses, and understand how to use appropriate sentence structures.
- Structure ideas and both oral and written arguments in a logical, coherent, and persuasive way. Again, always supporting ideas with precise and relevant examples.

English 12/CSU ERWC

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

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

- Communicate clearly and coherently in writing and orally within a wide range of media and styles.
- Read and comprehend a wide range of fiction and nonfiction in grade-appropriate materials.
- Resolve problems and learn to think critically by completing group and individual projects and assignments.
- Understand the complexities, including the ambiguities, of global and societal issues through reading, and express this understanding through writing, discussion and oral/multimedia presentations.
- Write essays analyzing literary works in terms of genre/subgenre, characters, author's use of literary devices such as tone, point of view. Students will evaluate writings in philosophical, political, and historical terms, supporting arguments with citations in MLA format.

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

AP English Language and Composition

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

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

- what they read: the main point or thesis, the occasion or context, the author's motivation for writing, the tone and style;
- how a text is created to develop meaning and purpose including genre, organization, paragraphing, syntax;
- the relationship of the text's creation to its accomplishment, the purpose of academic intellectual prose, its meaning and effect;
- how to articulate their analysis of what they read; how the organizational structure, diction, syntax, imagery, figurative language used to flesh out the meaning of a text;
- how to create, develop and support an argument, acknowledging the complexities and nuances of important issues that adults argue about in contemporary intellectual circles;

- how to become good citizens through awareness of public discourse issues
- how to enter into a conversation with sources and develop a thesis and argument or exposition by synthesizing these conversations into their own writing;
- how to analyze and incorporate their analysis of visual texts into their writing;
- effective research skills and proper MLA citation;
- how to read a question, so they know exactly what and how to approach it;
- how to enhance their vocabulary as a means to effective writing; how to grapple with archaic prose
- strategies necessary for success on the AP English Language and Composition exam.

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

AP English Literature and Composition

The AP English Literature Writing Course is designed and taught thematically with an emphasis on archetypal core readings and more modern selections that illuminate and expand upon the themes. The AP English Literature and Writing course closely follows the curricular requirements described in the *AP Course Description* including the fundamentals of literary analysis and beginning level college composition. Each week students will discuss modes of writing including interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students will read a great deal of classic, sophisticated world literature from sixteenth century to contemporary times. We will use *Literature & Composition* by Carol Jago, Renée H. Shea, et al, 2nd edition (Bedford, Freeman, and Worth. 2017) as well as the Perrine's *Literature-Structure, Sound and Sense* (Arp and Johnson, eds. New York: Harcourt 2012). Many novels, plays, and numerous poems will be studied as well. The course will concentrate on the experiences of literature, the interpretation of literature, the evaluation of literature, and writing to develop stylistic maturity.

Mathematics

Mathematics is an important gatekeeper to science and therefore, a student's success or lack thereof in mathematics determines the type of science courses she or he takes in high school and ultimately in college. We offer a range of mathematics courses beginning with Algebra I through AP Calculus. For those students who come to us behind in mathematics, a second math class may be offered so that they can reach the goal of completing Algebra within their first year. For students who come to us with a solid foundation in Algebra, we offer Geometry, Algebra II, Pre-Calculus, MRWC, AP Calculus, and AP Statistics.

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

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

abstract **language of algebra** by leveraging their prior concrete understandings that they already have in their minds.

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

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

Algebra I

This course is the foundation mathematics course for high school. Students will be asked to use math to make sense of the world through translating word problems to equations, creating diagrams, and making graphs to help them analyze problems. The concept of function is emphasized throughout the course. Topics include (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic functions, and (6) nonlinear equations. Each chapter includes word problems and real-life applications while incorporating technology into everyday instruction.

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

Goals and Objectives

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

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

Students will be able to:

- Identify and use the arithmetic properties of subsets of integers and rational, irrational, and real numbers, including closure properties for the four basic arithmetic operations where applicable:
- Understand and use such operations as taking the opposite, reciprocal, taking a root, and raising to a fractional power.
- Solve equations and inequalities involving absolute values.
- Simplify expressions before solving linear equations and inequalities in one variable
- Solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.
- Graph a linear equation and compute the x - and y -intercepts
- Verify that a point lies on a line, given an equation of the line. Students are able to derive linear equations by using the point-slope formula.
- Understand the concepts of parallel lines and perpendicular lines and how those slopes are related.

- Solve a system of two linear equations in two variables algebraically and are able to interpret the answer graphically.
- Add, subtract, multiply, and divide monomials and polynomials.
- Apply basic factoring techniques to second- and simple third-degree polynomials. These techniques include finding a common factor for all terms in a polynomial, recognizing the difference of two squares, and recognizing perfect squares of binomials.
- Simplify fractions with polynomials in the numerator and denominator by factoring both and reducing them to the lowest terms.
- Add, subtract, multiply, and divide rational expressions and functions from concept to computation.
- Solve a quadratic equation by factoring or completing the square.
- Apply algebraic techniques to solve rate problems, work problems, and percent mixture problems.
- Understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.
- Determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.
- Determine whether a relation defined by a graph, a set of ordered pairs, or a symbolic expression is a function and justify the conclusion.
- Know the quadratic formula and are familiar with its proof by completing the square.
- Use the quadratic formula to find the roots of a second-degree polynomial and to solve quadratic equations.
- Graph quadratic functions and know that their roots are the x -intercepts.
- Use the quadratic formula or factoring techniques or both to determine whether the graph of a quadratic function will intersect the x -axis in zero, one, or two points.
- Apply quadratic equations to physical problems, such as the motion of an object under the force of gravity.
- Use and know simple aspects of a logical argument

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

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

Geometry

The Geometry course includes an in-depth analysis of plane, solid, and coordinate geometry as they relate to both abstract mathematical concepts as well as real-world problem situations. Topics include logic and proof, parallel lines and polygons, perimeter and area analysis, volume, similarity, congruence and trigonometry. Emphasis will be placed on developing critical thinking skills as they relate to logical

reasoning and argument. Students will be required to use manipulatives and basic geometry tools such as protractors and a compass to find the measure of degrees and to create drawings in relation to the course contents. This course sets a solid foundation for entry and completion of Advanced Math and other higher-level advanced math courses.

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

Course Goals and Objectives

Geometry coursework will include a thorough understanding and application of

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

Students will be able to:

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

- Locate images of figures by reflection, translation, dilation, mapping, and glide transformations.

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

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

Algebra II

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

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

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

Throughout this course emphasis is placed on student's realization of mathematics not only as the theoretical study of patterns and relationships but also as a language to make sense of mathematical symbols. Finally, the benefit students will gain by taking Algebra 2, is to develop abstract thinking skills

and an understanding that algebraic thinking is a powerful tool that can be used to model and solve real-world problems. This course sets a solid foundation for entry and completion of Advanced Math and other higher math courses and therefore, presents concepts that will be expanded upon in higher levels of mathematics.

Course Goals and Objectives

Algebra 2 coursework will include a thorough understanding and application of

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

Students will be able to:

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

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

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

Pre-Calculus

This course combines many of the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus and strengthens their conceptual understanding of problems and mathematical reasoning in solving problems. This course takes a functional point of view toward those topics. By the end of the course, students will have a strong understanding of trigonometry and be adept at algebra and problem solving.

Pre-Calculus is a college preparatory course designed to prepare students for the study and successful completion of Calculus. This course reviews concepts learned in Algebra 1 and Algebra 2 while providing in depth study of trigonometry including trigonometric equations, trigonometric identities, and the equations and graphs of sinusoids; the algebra of logarithms; matrices; determinants; arithmetic series; geometric series; conic sections; roots of higher-order polynomial equations and functions; and abstract rate problems.

Mathematical Reasoning with Connections (MRWC)

The MRWC course is designed as a 4th year mathematics course that will prepare students for college-level mathematics, including pre-calculus, calculus, and other quantitative reasoning courses. The MRWC curriculum includes standards listed in the Precalculus Chapter of the Mathematics Framework and combines concepts of trigonometry, geometry, and algebra that lead to the study of calculus in a way that is substantively different from the traditional curriculum. The prerequisite for MRWC is a minimum grade of C in Integrated Math III / Algebra 2.

The MRWC curriculum has been developed by a consortium of mathematics professors and math educators from CSU, UC, and CCC higher education systems, together with mathematics specialists from County Offices of Education and local school districts. It has been specifically designed to address the need for stronger mathematics preparation for transitioning from high school to college and career pathways. Based on the Common Core State Standards viewpoint that mathematics is a cohesive and connected body of work, the MRWC is structured to highlight conceptual connections in the more advanced study of topics leading to calculus. Emphasis is given to conceptual understanding and making connections between numerical, symbolic, verbal, and graphical representations, discussion and analysis of alternative representations and multiple perspectives for approaching and understanding. The distinctiveness of MRWC lies in its unique design and topic sequencing, and in the emphasis on instructional delivery that promotes exploratory and collaborative student engagement. MRWC seamlessly interweaves the CCSS Mathematical Practices throughout the curriculum and develops key Habits of Mind and a mathematical disposition required for mastering advanced, challenging college-level content knowledge.

MRWC uses a non-traditional instructional approach emphasizing collaboration and exploration through mathematical activities, problem posing, and the use of technology that will address diverse learning styles. Instruction is designed to challenge students to approach mathematics as sense-making through a focus on questioning and probing deeper. Teacher-led instruction and student explorations will focus on discovering the conceptual basis for standard procedures. It will facilitate the development of students' ability to choose strategically among multiple solutions options, and to articulate the reasons for those decisions. Students will use informal and formal justifications to defend their understandings and critique the reasoning of others. Instruction will emphasize the use of and fluency in the full range of the language of mathematics. Content topics will be approached through six instructional modalities i.e. verbal, numeric, symbolic, graphical, geometric, and technological.

Different forms of formative and summative assessments will be used. Students will demonstrate their ongoing conceptual understanding and procedural fluency through mathematical activities, small group discussions and explorations, personal reflection quick writes, in addition to worksheets and individual written assessments such as quizzes, tests, final summative exams. Students will also be assessed through group projects, oral and written presentations.

AP Calculus

Building enduring mathematical understanding requires students to understand the why and how of mathematics in addition to mastering the necessary procedures and skills. To foster this deeper level of learning, AP Calculus is designed to develop mathematical knowledge conceptually, guiding students to

connect topics and representations throughout each course and to apply strategies and techniques to accurately solve diverse types of problems (from the College Board).

Calculus is mastered through continual exposure and continual practice. Our curriculum uses the incremental development method in which the students continuously revisit all of the calculus concepts learned throughout the year. To allow for ample practice time, about 20-30 minutes of each 50-minute class period will be reserved for independent and/or team^[1] learning during which time students will solve problems together to prepare a presentation of a solution and come up to the board to explain their solution to their peers. To prepare for

presentations, students will be expected to prepare a written sentence defending their solutions and present them. Students will also be tested in a variety of ways, from conceptual questions, analytical problems, and defending an answer to any type of question using written sentences.

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

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

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

AP Statistics

This course is designed to give students the knowledge and skills required to succeed on the AP Statistics test and subsequent courses in mathematics and the social sciences. We will integrate statistical methods and calculations with the use of technology and hands-on experiences to design reliable experiments, accurately interpret data to draw conclusions, assess the validity of claims made based on data, generate and test reasonable hypotheses, and explain random phenomena.

In our society, we act as consumers of information on a daily basis; frequently, this information is presented to us in the form of statistics—we see opinion polls in newspapers, success rates for prescription medications, performance data for athletes, recommendations and ratings for movies, etc. Consumers who are able to critically analyze and interpret statistical information have an advantage in protecting their own interests, and in persuading others.

Consequently, we will become better consumers of information and explore the world through a different lens. Students will also have the opportunity to earn college credit for successfully completing the course and passing the AP exam, which can give them an advantage at the college of their choice.

Science and Laboratory Science

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

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

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

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

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

Biology and Honors Biology

This course places an emphasis on important concepts applicable to all living organisms and systems. Laboratory inquiry, projects, demonstrations, and course work are designed to develop a thorough understanding of cellular biology, genetics, ecology, evolution and the chemistry of life. Since it is a laboratory science, students will engage in weekly lab activities that will reinforce their understanding of the concept they will be studying. This course will serve as a foundation for those wishing to continue their studies in AP Environmental Studies.

Upon completion of Biology students will be able to:

- Discuss the nature of science and understand what science is and what science is not.
- Demonstrate the ability to think critically and solve problems by completing inquiry-based labs and group projects.
- Write fluently using correct grammar and sentence structure as they complete their lab write-ups and other classroom assignments.
- Speak with confidence as they present their findings to their group and to the class as a whole.
- Effectively use technology as a tool for the collection, organization, manipulation and presentation of data at the conclusion of an activity.
- Effectively use technology as a tool to make classroom presentations.
- Model correct laboratory and safety procedures.

AP Biology

The AP Biology course is designed to offer students a solid foundation in introductory college-level biology. By structuring the course around the four big ideas, enduring understandings, and science practices, students develop an appreciation for the study of life and help them identify and understand

unifying principles within a diversified biological world. What we know today about biology is a result of inquiry. Science is a way of knowing. Therefore, the process of inquiry in science and developing critical thinking skills is the most important part of this course. At the end of the course, students will have an awareness of the integration of other sciences in the study of biology, understand how the species to which we belong is similar to, yet different from, other species, and be knowledgeable and responsible citizens in understanding biological issues that could potentially impact their lives.

Chemistry and Honors Chemistry

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

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

By the end of the course students will:

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

Physics

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

- Students will develop critical thinking and analysis skills necessary for success in both high school and college.
- Students will develop an appreciation and meaning of nature's rules and how they affect the society that we live in.
- Students will demonstrate the ability to solve complex problems.

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

Environmental Science

The main objective of this course is to provide an introduction to environmental science, which is a study of the natural world and how it is influenced by, and influences, people. We will examine the physical, biological, chemical and other natural sciences at a moderate level of intensity. This is an introduction to a wide variety of environmental topics, many of which you can explore in greater depth in other courses. Each unit will take approximately two months to complete. The class will be inquiry/project based and it will incorporate elements of English, history, and life science when applicable. Students will read, write, discuss, create, and present information on a consistent basis throughout the entirety of each unit.

AP Environmental Science

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. (Description from AP Central Course Description) This Advanced Placement course combines a variety of sciences including biology, earth science, chemistry, geography, and even economics, challenging students to think about the environment and the consequences human activities have on it. Topics such as renewable energy use, global warming, water and air pollution, environmental disasters and the effects of overpopulation will be covered. The course will encompass the idea that the Earth is a series of interconnected processes that hang in a delicate balance. Due to unsustainable human activity, this equilibrium is being compromised, and students will analyze how we as a species can establish sustainable practices that will allow the environment to remain intact.

AP Physics

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

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

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

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

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

History-Social Science

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

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

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

Holocaust Museum. This provides students with an opportunity for learning both inside and outside of the classroom.

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

Human Geography and Honors Human Geography

Students will study the human geography of the world by examining people, places, and events in history. Students will hone critical thinking skills to analyze cities, rural landscapes, population patterns, maps, natural resources, technology, cultures, and economies in different countries and regions. Students will develop the abilities to think critically, read, write, and analyze the interactions between people and their environment around the world. We will focus on four different regions—Latin America, China/South East Asia, the Middle East, and Africa, examining primary and secondary source information to develop responses to critical questions around population movement, sovereignty and borders, natural resource allocation, and climate change.

Honors Human Geography will explore the cultural landscapes and the physical environment around the world, encompassing concepts and events from the dawn of man to the present day. Some of the main cultural marvels studied include, but are not limited to, language, art, music, different economic and governmental structures, and other cultural aspects that explain why people function as they do in the areas in which they live. The course will also emphasize the physical environment and its ability to either limit or nurture the development of various aspects of culture. In addition, this course will focus on the reading, writing, and study skills necessary to succeed in AP social science courses.

World History

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

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

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

Students will be able to:

- read historical texts, both primary and secondary, and extract the main ideas as distinct from supporting details.
- read historical texts, both primary and secondary, and analyze their meaning in the context of both the historical time period and the broader scope of the course.
- think critically about the narrative of history, both in terms of asking and answering essential questions about events and eras, and in terms of identifying biases of authorship, privilege, and political persuasion.

- develop and execute a well-written thesis statement about an historical event or question.
- develop and execute a well-written essay, anchored by a strong thesis statement that takes a clear, specific and defensible position on an issue of historical importance.
- analyze and cite as evidence many types of historical documents, including political speeches, charts and graphs, maps, artwork, political cartoons, photographs, literature, music, poetry and various broadcast media.
- synthesize ideas from different historical time periods or figures in order to make broader generalizations of historical significance.
- make connections across time periods, and/or from multiple perspectives in order to more fully understand and explain the significance of an historical event or era.

United States History

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

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

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

Students will be able to:

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

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

U.S. Government

This semester long course introduces students to the branches of U.S. government and examines the role government plays in everyday life. Students analyze founding political documents and debate the significance of the documents in various case studies. Students also learn their roles, responsibilities and rights as U.S. citizens and critique the role of the U.S. government on the world stage.

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

By the end of this course, students will be able to:

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

Economics

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

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

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

In this one semester course, students will obtain an overview of basic micro and macroeconomic principles, and they will learn how these principles impact their own lives. The course will also have a component that builds personal financial literacy to prepare high school students to participate in the economy.

AP World History

World History requires the development of thinking skills using the processes and tools that historians employ in order to create historical narrative. Students will also be required to think on many different geographical and temporal scales in order to compare historical events over time and space. Advanced Placement (AP) World History is structured around the investigation of five themes woven into 19 key concepts covering six distinct chronological periods. History is a sophisticated quest for meaning about the past, beyond the effort to collect and memorize information. This course will continue to deal with the facts—names, chronology, and events—but it will also emphasize historical analysis.

AP U.S. History

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

Students will:

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

AP Government and Politics

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

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

This course is designed to enable students to develop a critical perspective towards government and politics in the U.S. Current Midterm, Presidential, and Local Elections will function as useful lessons on why being an involved citizen is so important in our political process. We will study elections in the

larger context of American politics and the political system we live in every day. Students will examine general political concepts as well as specific case studies. It is important that every student in this class stay abreast of recent political events in order to be able to intelligently and logically discuss current events in the context of what we are learning in class.

World Language

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

- Stage I (Formulaic) – Students can communicate effectively with some hesitation and errors, which do not hinder comprehension; students demonstrate culturally acceptable behavior for Stage I and, students understand most important information.
- Stage II (Created) – Students demonstrate increasing fluency and control of vocabulary, students show no significant pattern of error when performing Stage 1 functions; students communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions and; students understand oral and written discourse, with few errors in comprehension when reading and demonstrate culturally appropriate behavior for Stage II functions.
- Stage III (Planned) – Students tend to become less accurate as the task or message becomes more complex and some patterns of error may interfere with meaning; students generally choose appropriate vocabulary for familiar topics, but as the complexity of the message increases, there is evidence of hesitation and groping for words as well as patterns of mispronunciation and intonation; students generally use culturally appropriate behavior in social situations and; students are able to understand and retain most key ideas and some supporting detail when reading and listening.
- Stage IV (Extended) – Students can engage in conversations with few significant patterns of error and use a wide range of appropriate vocabulary; students demonstrate a heightened awareness of culturally appropriate behavior, although, as the task or message becomes more complex, they tend to become less accurate; students are able to understand and report most key ideas and some supporting detail when reading and listening.
- Stage V (Tailored) – Students use culturally appropriate language, characterized by a wide range of vocabulary, with few patterns of error, although speech may contain some hesitation and normal pauses and; students comprehend significant ideas and most supporting details.

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

Spanish 1 Native

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

Spanish 1 Non-Native

Spanish Non-Native 1 is designed as a course in which students develop fundamental communication skills for understanding, speaking, reading, and writing in Spanish. Students will acquire knowledge and appreciation for the culture and history of Latin America and Spain through exposure to stories, pictures, music, guest speakers, and interaction with native speakers. Language applications will include thematic vocabulary and use of basic

grammatical forms such as present and preterit tenses as well as object pronouns. Mastery of standards will be based on student performance levels rather than grade level proficiency. The goal of this course is to instill in students a desire to continue learning Spanish and utilize their knowledge as a basis for further study, travel, or future work.

Students will:

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

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

Spanish 2 Native

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

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

Spanish 2 Non-Native

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

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

Students will:

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

Spanish 3 Native

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

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

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

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

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

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

Spanish 3 Non-Native

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

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

- Express themselves in a variety of situations and styles by refining their fluency and written language in formal and informal contexts.
- Develop their reading skills, which encompass the Spanish-speaking world through history, literature, art, geography, current events and music.
- Expand their interpersonal communication skills to understand conversations, make oral presentations, lectures, instructions in print and on internet sites and read newspapers.

Students will be able to recognize and understand spoken Spanish from a native speaker using the vocabulary and acquired grammar skills that have been studied. They will listen to prompts and answer questions both in the multiple-choice format and in the free response format to prove mastery of listening strategies. Using these skills, students will be able to comprehend a native speaker outside the context of the classroom. By mastering these skills, students will be able to operate in the world.

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

in the United States and around the world. They will have the ability to read a menu, an advertisement, chapter books, poems and short stories.

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

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

AP Spanish Language

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

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

Topics covered in AP Spanish Language class are:

The global challenges

- Economic issues
- The environmental issues
- The philosophical thought and religion
- Population and demography
- Social welfare
- Social awareness

Science and technology

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

Contemporary life

- Education and career
- The entertainment and fun
- Travel and Leisure

- Lifestyles
- Personal relationships
- The traditions and social values
- Volunteer work

The personal and public identities

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

Families and communities

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

Beauty and aesthetics

- The architecture
- Definitions of beauty
- Definitions of creativity
- Fashion and design

Visual and Performing Arts

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

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

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

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

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

Intelligences. Learning music also incorporates many math concepts, including counting, patterning and understanding fractions.

Music Appreciation

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

Students completing this class will be able to:

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

Choir and Vocal Ensemble

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

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

Computer/Graphic Design

This course will be creating, writing, communicating, and studying modern and historical art with a focus on the elements of art and principles of design. Computers will be the tool for visual problem solving, creative expression, research and communication. Art criticism and aesthetic valuing are ongoing through verbal and written critique of student and professional work. In order to keep up with changing technology, students will be taught how to teach themselves for lifelong success with any digital media. This class also lends itself to technology integration, aligning with our STEM vision.

Technology and Engineering

In order to help our students compete in the global workforce, Synergy Quantum Academy focuses on science, technology, engineering, and math by requiring all students to take at least two semesters of an Engineering class or technology class. Additionally, Synergy Quantum Academy provides opportunities for students to take technology specific classes where they will engage in projects that range from basic PowerPoint or Keynote presentations to digital video filming and editing to robotics.

Whenever possible, in grades nine through twelve, technology instruction will be integrated into all courses. For instance, in math and science courses, students may use graphing calculators and various scientific probes attached to their computer or calculator to collect data and later use specialized software to help them analyze and understand the data as part of their physics course. Basic technology instruction may take place in ninth grade to teach students typing and word processing skills as well as how to create spreadsheets, charts, graphs and multimedia presentations. In tenth and eleventh grades, students may apply their technology skills in all subject areas. For example, students may apply basic word processing skills they may learn to publish their final writing assignments. For history-social science, students may apply multimedia skills they may learn to create a history-related PowerPoint or Keynote presentation or an iMovie video.

The engineering courses currently offered at Synergy Quantum Academy use the Project Lead The Way (PLTW) curriculum. PLTW uses the activity-, project-, and problem-based (APB) learning and teaching approach, which helps students become active and engaged learners by creating student-centered learning experience in which teachers serve as facilitators, not lecturers (“The Cornerstone of Transforming Teaching and Learning,” a Project Lead The Way white paper, March 2019). Summary descriptions of the Engineering and Technology courses that may be offered at Synergy Quantum Academy are listed below.

Introduction to Engineering Design

Designed for 9th or 10th grade students who have completed Algebra I, the major focus of IED is the design process and its application. Using the activity-, project-, and problem-based (APB) learning, students progress from structured activities at the beginning of the course to solving open-ended projects that require that they plan, collaborate, document and communicate with others. Students use industry standard 3D modeling software to help them design solutions to solve proposed problems, document their work using an engineer’s notebook, and communicate solutions to peers and members of the professional community. During the 2nd semester, students work with several organizations and complete projects that terminate in a certification in entry level carpentry. After receiving certification, our students are eligible to apply for internships during the summer with local construction companies and architectural firms.

The course of study includes

- Design and Problem Solving – Students are introduced to modeling methods and practice modeling skills. Students have their first high school exposure to Computer-Aided Design (CAD), statistical analysis, and prototyping.
- Assembly Design – Students are introduced to reverse engineering and how to improve products and reduce production costs.
- Thoughtful Product Design – Building on what they learned in the prior unit, students learn a broader interpretation of the word design. Students are introduced to or reintroduced to terms such as product life-cycle, sustainability, manufacturability, human-centered design and systems thinking.
- Making Things Move – This final unit focuses on students gaining basic engineering knowledge related to simple mechanical and electrical systems. Students use mathematical models to inform design decisions. Students use their CAD skills to support the design the final product.

Principles of Engineering

The second engineering course offered at Synergy Quantum Academy is POE. Using activity-, project-, problem-based learning, students have the opportunity to develop professional skills, such as team collaboration, project management, problem-solving and communication skills. The course exposes students to some of the major concepts that they will encounter in a postsecondary engineering course of study. Students will employ engineering and scientific concepts in the solution of engineering design problems. Students will develop problem-solving skills and apply their knowledge of research and design

to create solutions to various challenges. Students will also learn how to document their work and communicate their solutions to their peers and members of the professional community. Students will have an opportunity to investigate engineering and high-tech careers. Students are also virtually mentored by a working engineer as they design a mechanism that uses hydraulic power to operate a crane.

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

The course of study includes:

- Energy and Power – Students are introduced to mechanisms, energy sources and alternative energy applications. Students work in collaborative team to solve a design problem that is focused on energy and power.
- Materials and Structures – Students learn about different materials and their properties and the importance of knowing the amount of stress a material can handle. Using measurements of geometry and force, students learn how to identify and calculate forces on a body when it is in static equilibrium.
- Control Systems – Students are introduced to the many ways that computers are used in our daily lives. Students learn how to code using the VEX system and to control mechanical systems using code. Students learn about fluid power and their final project involves constructing a crane that is controlled by fluid power.
- Statistics and Kinematics – Students use both experimental and theoretical data to how to do statistical analysis. Students study freefall, and kinematics and analyze data to help them improve on the mechanisms they build.

Engineering Design and Development

The final capstone course for the engineering courses offered at Synergy Quantum Academy is EDD. There is no set curriculum for this course as students apply everything they learned in their prior engineering courses to identify an issue, research, design and test the solution. The final solution is presented before a panel of engineers. At the completed of this course, students should be ready to take any post-secondary course in engineering or enter into a career.

The course includes the following:

- Project Management – Students refine their skills in the design process, documentation, working in collaborative teams, contacting experts, following timelines, project evaluation. Students learn about intellectual property and understand how this applies to their project.
- Research – Students identify a problem. Students research similar projects to become informed of solutions that others have tried. Students use experts in the field and their mentor to brainstorm the problem. Students present a project proposal that shows that the project is justified and that prior solution attempts have been explored.
- Design – Students develop multiple solution possibilities. After further consultation with experts and the mentor, students select the best potential solution to pursue.
- Prototype and Test – Students create a testable prototype and a testing plan.
- Evaluation of Project and Process – Students take their design to the stakeholders and seek and document their feedback and use the feedback to reflect on next steps.
- Reflecting and Presenting the Design Process – Students present and defend the design process before a panel of engineers,

Principles of Biomedical Science

In the introductory course of the PLTW Biomedical Science program, PBS provides foundational knowledge and skills in fields that include biology, anatomy & physiology, genetics, microbiology and

epidemiology. The course comes alive for students as they apply the content to real world situations, cases and problems.

The course of study includes:

- Medical Investigation- Students begin as junior investigators when they are called upon to help solve a mysterious death that takes place in a college laboratory. Students have the opportunity to learn about how lie detectors are used to help solve crimes as well as the use of evidence found at the scene of a crime. At the end of the first Unit, students are directed to a death that they must solve on their own. Using the skills they developed as junior investigators, they solve the final problem and prepare the report that will be submitted to the judge and jury.
- Critical Care – Students take on the roles of medical professionals working at a family care clinic. Students explore different medical careers, practice professional communication, gain experience on how to collect, document and interpret physiological data, learn about routine tests. Students learn about body systems and how diseases are inherited. For their final problems, students do a complete evaluation of a patient and put together the data needed to make a final diagnosis.
- Outbreaks & Emergencies – Students work as public health officials and then as emergency responders. Students learn about nosocomial infections and design a strategy to stop the infections in a local hospital. Students take the role as emergency responders and learn what it is like to respond to a disaster. For their final project, students design an app to help with any of the scenarios they encountered in this unit.
- Innovation, Inc. – Students investigate innovations of the future. For their final project, students apply everything they have learned to design a medical innovation.

Introduction to Computer Science

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

Computer Science Principles

As the second semester of Introduction to Computer Science, CSP provides student with the opportunity to take what they learned in visual programming language in the 1st semester and convert it to the text-based language – Python. Students are introduced to the Integrated Development Environment (IDE) they will work in. Topics include data types, functions, loops, dictionaries and classes. Projects include text-based adventure games and exercises for various Python data types, Boolean expressions and other language features. To prepare students who plan to continue on to AP Computer Science Principles or AP Computer Science A, students complete a long-term project that serves as their final exam. Students are expected to sit for the APCSP examination.

AP Computer Science Principles

AP Computer Science Principles introduces high school students to the breadth of the

foundation of modern computing. Synergy adopted code.org's Computer Science Principles (CSP) curriculum that is aligned to the AP Curriculum Framework standards. The CS Principles Conceptual Framework developed by the College Board outlines five "Big Ideas" of computing, three statements and six "Computational Thinking Practices." Students will investigate the big ideas while practicing the computational thinking practices. Foundational topics covered include programming, algorithms, the internet, big data, digital privacy and security and the societal impacts of computing. The year culminates with the APCS A examination.

Five Big Ideas

1. Creative Development
2. Data
3. Algorithms and Programming
4. Computing Systems and Networks
5. Impact of Computing

Three Statements

1. Enduring Understanding
2. Learning Objectives
3. Essential Knowledge Statements

Six Computational Thinking Practices: Skills

1. Computational Solution Design
2. Algorithms and Program Development
3. Abstraction in Program Development
4. Code Analysis
5. Computing Innovations
6. Responsible Computing

AP Computer Science A

AP Computer Science A is a rigorous second- or third-year computer science course offered at Synergy Quantum Academy for students considering a career in computer science. APCS A is not a foundational course. The program language used is Java. Synergy adopted the TEALS AP curriculum that was approved by the College Board. The curriculum uses principles of universal design for learning (UDL) which opens the course up to diverse learners including students with individualized learning plans, English learners, and students who received sub-standard instruction in math and language in the past. Aligned to the College Board's curriculum framework, students explore the big ideas and computational thinking practices that are highlighted during the course.

Four Big Ideas

1. Modularity
2. Variables
3. Control
4. Impact of Computing

Computational Thinking Practices: Skills

1. Program Design and Algorithm Development
2. Code Logic
3. Code implementation
4. Code Testing
5. Documentation

Computer Graphic Design

This course falls under both Visual and Performing Arts as well as under Technology and Engineering. See the course summary under Visual and Performing Art.

Other Electives and Support

Algebra I Tutorial (Support)

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

ELD 1/2

The ELD 1/2 course is an introductory course in English Language Development, which provides all English Learners explicit, rigorous, focused, and guided instruction in the areas of reading, writing, language, and listening and speaking skills. The designated ELD course maximizes their academic success by accelerating their academic language acquisition and developing transferable academic skills in preparation for the 21st century, careers, life, and beyond.

ELD 3/4

The ELD 3/4 course is an intermediate level course in English Language Development, which provides all English Learners explicit, rigorous, focused, and guided instruction in the areas of reading, writing, language, and listening and speaking skills. The designated ELD course maximizes their academic success by accelerating their academic language acquisition and developing transferable academic skills in preparation for the 21st century, careers, life, and beyond. This seven-unit course is aligned with the Common Core State Standards and is focused on the following types of literature: informational, expository, argumentative, poetry, fiction and non-fiction texts. This course allows and prepares students to further develop their reading, speaking, and writing skills, so they can successfully be mainstreamed into a grade appropriate English course, which will enable them to be college and career ready once they enroll in a college level English course.

Speech and Debate

The course aim is to help students develop professional speaking habits, reduce speaking anxiety, emphasize critical thinking skills and hone the skills of organization, writing and the use of research in speaking and debating. The course is intended to develop skills the students will use in the classroom, in competitive speech and debate, and in their careers.

Within the course, the concept of communication will be explored. This exploration will include:

- brain and linguistic information associated with learning and communication.
- classroom and public speeches and debates, both formal and informal.
- student assessment of speeches and debates presented by others, including speeches known for historic and other value, as well as speech and debates given by the students' peers.
- refinement of speaking skills including verbal and nonverbal communication: delivery, diction, body language, poise, and voice.
- development of critical research skills, including the use of technology, in the areas of news/current events, legal and philosophical principles, and various modes of literature.

College and Career Prep

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

- Are College and Career Ready
- Have chosen a college or program that is based on a career of their choosing.

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

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

Cultural Studies

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

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

Global Studies: Current Events

This class will engage in critical thinking, reading and writing. Students will be challenged to think critically about what they read, and work closely with a variety of texts that will include fiction, poetry, articles, short stories and nonfiction. They will work to improve their writing skills in research, informational, narrative and argumentative styles. They will be expected to listen, speak and communicate in small and large group settings and in both formal and informal presentation and discussion.

This course looks at American novels through a critical eye. Students will closely examine the authors' theme and purpose and tie them to the social, political, and philosophical assumptions that underlie the texts. Students will read outside texts such as essays, newspaper and magazine articles, editorials, and other documents to assist with their understanding of the novels. This is a rhetoric-based English class designed to develop students' expository, analytical, and argumentative reading and writing skills. This course will revolve around ideas and philosophies that have woven a thread through our American history

and continue to be topics of concern, controversy and pride. We will explore the changes and evolution over time of topics such as moral corruption, hypocrisy, freedom, pride and the American Dream.

Trials in History

This course focuses on famous political trials in history. It examines issues of evidence, interpretation, law, and society. Some questions we will ask include: What role does the trial play in public discourse? How does it crystallize certain political and social issues of the moment? How does the trial operate as drama? Are there certain conventions of trials which have emerged over time? How do legal reasoning and storytelling interact in these trials? What conflicts emerge in the trials between individuals and the state, the church and the state, actors in public and private arenas? How do trials contribute to (and detract) from public discourse? What role does changing technology play in trials? The Trials studied include:

- The Trial of Socrates
- Joan of Arc
- Galileo
- Scopes Monkey Trial
- Salem Witch Trial
- Trial of Louis XVI and Trial Marie Antoinette
- Stalin's Show Trials
- Nuremberg Nazi War Crime Trials
- The OJ Simpson Trial

Health Education: Human Anatomy and Physical Health

Human Anatomy and Personal Health emphasizes the importance of knowledge, attitudes, and practices relating to personal health and the human body. It is a course designed to expose students to a broad range of issues and information relating to the various aspects of personal health and the human body, which include basic human anatomy, the physical, social, emotional, intellectual, spiritual and environmental aspects. Topics of exploration include, but are not limited to: skeletal system, muscular system, respiratory system, nervous system, reproductive system, drugs and alcohol prevention, and diseases and disorders.

Associated Student Body (“ASB”)

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

By participation in this class, students will:

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

WASC Accreditation

Synergy Quantum Academy was granted a Six-Year Accreditation Status from the Western Association of Schools and Colleges (“WASC”), with a Mid-cycle Two-day Visit through June 30, 2021.

Transferability of Courses

Synergy Quantum Academy informs parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements via written correspondence as well as via parent meetings (both large group parent meetings and one-on-one parent meetings, as needed). Courses offered by Synergy Quantum Academy that are accredited by the WASC will 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 will meet college entrance requirements.

Academic Calendar and Schedules

Synergy Quantum Academy operates a traditional school year calendar of 180 school days, and a traditional school day. Below is Synergy’s proposed school year calendar for 2021-22.



Synergy Academies 2021-22 Calendar (DRAFT)

July 2021						
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 2021						
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 2021						
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 2021						
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 2021						
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 2021						
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 2022						
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 2022						
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 2022						
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 2022						
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 2022						
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 2022						
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		

First Day of School/Last Day of School

No School

No School/Office Closed

Pupil Free Day

Contractual Days for Teachers/Supplemental Pay (3)

New Staff/New Teacher Training (contractual) (2)

July 2: Independence Day Observed

September 6: Labor Day

Oct 11-15: Fall Break

November 11: Veteran's Day observed

November 22-26: Thanksgiving Break

Dec 20-Jan 7: Winter Break

January 17: Martin Luther King Day

February 14: President's Day

March 28: Cesar Chavez Day observed

April 11-15: Spring Break

May 30: Memorial Day

Total Instructional Days:

180

Semester 2 Days: 97

Semester 1 Days: 83

Below is Synergy Quantum Academy's proposed regular bell schedule and Finals Week schedule for the 2021-22 school year, as well as the proposed regular bell schedule for the 2022-23 school year.



Bell Schedule 2021-22

Monday		Tuesday		Wednesday		Thursday		Friday	
Period 1	8:00-8:55	Period 1	8:00-9:35	Period 4	8:00-9:35	Period 1	8:00-9:35	Period 4	8:00-9:35
Period 2	9:00-9:50	Period 2	9:40-11:15	Period 5	9:40-11:25	Advisory/X-Time	9:40-11:25	Period 5	9:40-11:25
Period 3	9:55-10:45	LUNCH	11:15-11:45	LUNCH	11:15-11:45	LUNCH	11:15-11:45	LUNCH	11:15-11:45
LUNCH	10:45-11:15	Period 3	11:50-1:25	Period 6	11:50-1:25	Period 2	11:50-1:25	Period 6	11:50-1:25
Period 4	11:20-12:15			BREAK	1:25-1:35	BREAK	1:25-1:35	BREAK	1:25-1:35
Period 5	12:20-1:10			Period 7	1:40-3:15	Period 3	1:40-3:15	Period 7	1:40-3:15
Period 6	1:30-2:20								
Period 7	2:25-3:20								



Bell Schedule – Finals Week

Monday		Tuesday		Wednesday		Thursday		Friday	
Period 1	8:00-8:55	Advisory	8:00-8:45	Advisory	8:00-8:45	Advisory	8:00-8:45	Advisory	8:00-8:45
Period 2	9:00-9:50	Period 1	8:50-10:50	Period 3	8:50-10:50	Period 5	8:50-10:50	Period 7	8:50-10:50
Period 3	9:55-10:45	LUNCH	10:50-11:25	LUNCH	10:50-11:25	LUNCH	10:50-11:25	LUNCH	10:50-11:25
LUNCH	10:45-11:15	Period 2	11:30-1:30	Period 4	11:30-1:30	Period 6	11:30-1:30	Make Up Exams	11:30-1:30
Period 4	11:20-12:15								
Period 5	12:20-1:10								
Period 6	1:30-2:20								
Period 7	2:25-3:20								



Bell Schedule Beginning 2022-23

Monday	Tuesday	Wednesday	Thursday	Friday
Period 1 8:30-9:20	Period 1 8:30-10:05	Period 4 8:30-10:05	Period 1 8:30-10:05	Period 4 8:30-10:05
Period 2 9:25-10:15	Period 2 10:10-11:45	Period 5 10:10-11:45	Advisory/X-time 10:10-11:45	Period 5 10:10-11:45
Period 3 10:20-11:10	LUNCH 11:45-12:15	LUNCH 11:45-12:15	LUNCH 11:45-12:15	LUNCH 11:45-12:15
LUNCH 11:10-11:40	Period 3 12:15-1:50	Period 6 12:15-1:50	Period 2 12:15-1:50	Period 6 12:15-1:50
Period 4 11:45-12:35		Period 7 1:55-3:30	Period 3 1:55-3:30	Period 7 1:55-3:30
Period 5 12:40-1:30				
Period 6 1:35-2:25				
Period 7 2:30-3:20				

Below are sample of daily course schedules representing all grade levels served.

Period	9 th Grade	10 th Grade	11 th Grade	12 th Grade
1	Human Geography	Spanish 2 Native	Biomedical Science	English 12/CSU ERWC
2	ELD 1/2	Physics	Intro to Computer Science	Environmental Science
3	Biology	AP World History	AP Language	AP Calculus
4	Global Studies: Current Events	Honors English 10	AP US History	College and Career Seminar
5	PE	Music Appreciation	AP Spanish	ELD 3/4
6	English 9	Algebra 2	Chemistry	Government/Econ
7	Algebra 1	Intro to Engineering Design	Pre-Calculus	Principles of Engineering

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 Exam A Days	Number of Instr. Minutes Per Exam A Days	Number of Exam B Days	Number of Instr. Minutes Per Exam B Days	Number of Exam C Days	Number of Instr. Minutes Per Exam C Days	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes
TK/K	No											0	36000	0
1	No											0	50400	0
2	No											0	50400	0
3	No											0	50400	0
4	No											0	54000	0
5	No											0	54000	0
6	No											0	54000	0
7	No											0	54000	0
8	No											0	54000	0
9	Yes	135	395	37	295	6	295	2	170	0	0	180	64800	66350
10	Yes	135	395	37	295	6	295	2	170	0	0	180	64800	66350
11	Yes	135	395	37	295	6	295	2	170	0	0	180	64800	66350
12	Yes	135	395	37	295	6	295	2	170	0	0	180	64800	66350

Professional Development

The strength and distinctiveness of Synergy Quantum Academy lies in its high expectations and noble vision of creating a rigorous instructional program that will empower its students with options for college and career success, including graduating with the high school course requirements needed to apply to California State and University of California campuses. Thus, it is critical that the experiences, knowledge, and philosophies of Synergy’s faculty reflect this vision.

Synergy Quantum Academy uses an on-going program of professional development that engages teachers in capacity building to develop the skills needed to deliver the Charter School’s instructional program. The year begins with teachers coming together to discuss student data. This is critical to developing protocol for facilitating data-driven dialogue. Throughout the year, faculty continue to look at different data sets as a means of marking our areas of success and areas where more work is needed. This is followed by a discussion on supporting English Learners using the Sheltered Instruction Observation Protocol (“SIOP”) and Scaffolding Instruction. These two areas are critical in order to effectively use SIOP and/or SDAIE strategies in every content area and it is necessary to revisit before the school year gets underway. In their article, “What Teachers Need to Know About Language,” Lily Wong Fillmore and Catherine E. Snow provide a rationale for why current and prospective teachers need to know more about language than was thought necessary before. The authors provide a checklist emphasizing courses that in-service teachers need to take to prepare them for the multilingual, multicultural classrooms of today. This checklist can be used as a source for readings and follow-up conversations during weekly professional development meetings.

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

Weekly meetings are held to implement an on-going professional development plan and to create an atmosphere of professional dialogue about various issues. Teachers meet in Professional Learning Communities (PLCs) to further promote a professional culture of collaboration and work together to discuss and problem solver around the following essential questions:

- What do we want students to learn?
- How will we know when each student has learned it?
- What do we do when a student has not learned it yet?

PLCs may be organized around content area or in interdisciplinary teams by grade level, and are led by a lead teacher or Instructional Coordinator. PLCs focus professional development in the current needs of Synergy students and promote a mindset of continuous growth and improvement aimed at ensuring student learning and academic achievement.

In addition to leveraging Synergy’s in-house expertise, Synergy Quantum Academy also arranges for training from a variety of outside providers. Whenever possible, professional development will be provided by the education representatives from the textbook publishing companies and/or by content area experts (guest speakers) on how to use and teach the specific instructional programs selected by the Charter School. Experienced teachers and the administrators also lead professional development based on their personal teaching experiences, research, and observations.

Synergy Quantum Academy designates funds for conferences such as the annual California Charter Schools Conference and other outside professional development. Synergy encourages teacher membership in professional organizations and to consider attending a local or national conference every two years such as attending the National Science Teachers Association (“NSTA”) conference or the California Mathematics Council (“CMC”) conference.

Additional details of the Charter School’s professional development plan and specific professional development providers are determined throughout the year by the students’ and teachers’ needs. Below is a sample professional development schedule:

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

Teacher Recruitment

Synergy Quantum Academy looks to recruit educators to join us in developing the next generation of problem solvers. As stated in the Rand Corporation’s 2019 report *Teachers Matter*, “research suggests that,

among school-related factors, teachers matter most.” For this reason, Synergy seeks to recruit highly motivated, qualified teachers who are passionate about Synergy’s mission, desire to work in collaboration with colleagues, and believe that every student can succeed at the highest levels. Synergy participates in various teacher recruitment fairs and events, and actively posts open job positions online. Synergy’s HR staff support with review of resumes and initial screening calls. Synergy Quantum Academy’s Principal and other Synergy Directors and instructional leaders participate in other aspects of the hiring process, which generally include an in-person interview and lesson demonstration. While current teachers may also participate in the interview process, the School Principal is ultimately responsible for hiring teachers and other school staff.

Synergy Quantum Academy supports all new teachers by connecting them with experienced staff members and hosting Orientation and New Teacher Training before each school year starts. New teachers are also provided with additional support and/or training as needed, including support to complete a new teacher induction program.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

The Charter School will meet all applicable legal requirements for English learners (“EL”), including Long-Term ELs and students at risk of becoming Long-Term ELs, as it pertains to annual notification to parents, student identification, placement, program options, English language development 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 and procedures included in the Synergy Academies Plan for English Learners to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

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 assessed 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 a reasonable length of time, demonstrates a lack of comprehension regarding instruction and classroom/school routines conducted in English

ELPAC Testing

All students who indicate that their home language is other than English will be tested using the English Language Proficiency Assessments for California (ELPAC). The Interim Assessment testing window will be year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The Summative Assessment testing window will be a four-month window after January 1 (February 1–May 31). The English language proficiency of all currently enrolled English learners shall be assessed by administering the test during the annual assessment window.

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

Strategies for English Learner Instruction and Intervention

Synergy Quantum Academy is committed to ensuring that all English learners attain high levels of proficiency in both English language and across grade level subject areas. English learners have access to rigorous, standards-aligned instruction in content areas and English Language Development. ELD is integrated across all content areas as part of a Structure English Immersion program, and designated ELD is taught by a certificated teacher during a protected time of the school day. Designated ELD may include direct instruction in English language fundamentals as taught through core ELA content. Teachers use research-based instructional strategies and program materials that are aligned with CA State Standards.

Synergy recognizes that some English Learners may require additional, supplemental support to meet language and content standards. To this end, secondary English Learners who require ELD intervention participate in ELD classes that focus on using core ELA content to teach ELD standards. In these supplemental ELD intervention classes, students receive direct instruction from certificated teachers in ELD content standards focused on building academic language through listening, speaking, reading, and writing tasks. The progress of English Learners in the ELD intervention classes is closely monitored and reviewed to determine readiness to exit the intervention class and/or continue with language supports. The placement of students in supplemental ELD classes is differentiated according to students' language proficiency (as measured through the ELPAC) and literacy proficiency (as measured through CAASPP and diagnostic assessments.)

Instructional strategies to support English Language Development are anchored in research-based best practices and California State Standards in English Language Arts (ELA) and English Language Development (ELD). Instructional strategies provide rigorous and engaging learning opportunities for students. A primary focus on instructional strategies is to facilitate academic discourse (both in spoken and written form) and promote meaningful social interaction. Examples of instructional strategies include:

- Specially Designed Academic Instruction in English (SDAIE)

- Structured Instruction Observation Protocol (SIOP)
- Direct instruction, modeling and practice with Academic Language Development (ALD), including vocabulary, syntax, and grammar
- Structured, intentional partnering and grouping of students
- Visual and related media, including anchor charts for core content
- Total Physical Response (TPR)
- Graphic organizers, such as Thinking Maps

Reclassification Procedures

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

- Annual ELPAC Scores
 - Overall scale score of 4
- Teacher Evaluation
 - Report Card Grades of C- or higher in English
- Demonstration of Basic Grade-Level Skills (must meet one of the following)
 - Lexile score equivalent to basic or higher (iReady diagnostic)
 - Composite range score within the “on grade-level” band for respective grade level on the iReady diagnostic
 - Score of nearly met or higher on the ELA SBAC assessment
- 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 or designee will meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support. Appropriate intervention measures may include, but are not limited to, any of the following:

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

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

Monitoring and Evaluation of Program Effectiveness

Regular and documented progress monitoring is essential to ensuring that English learners achieve language and grade-level proficiency and are eligible for reclassification. To this end, English learners are monitored, including Long Term English Learners (LTELs) and students “at risk” of becoming LTELs, are monitored regularly throughout the school year through formative and summative assessments in language and literacy. Every certificated teacher who has English learners in their class is responsible for monitoring and documenting EL progress. The academic progress of students who have been reclassified as Fluent English Proficient is monitored and documented twice yearly.

Synergy Academies’ schools regularly review schoolwide data, including the following, to monitor and evaluate the effectiveness of the EL program and ELD instruction:

- Individual student improvement on the 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 iReady diagnostic from year to year in grades K-12
- School-wide RFEP rate
- School-wide CAASPP sub group reports for grades 3-11

The results of this evaluation will inform professional development needs, as well as the overall 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

Gifted and talented students and students achieving above grade level will be identified by analyzing standardized test scores, report cards, and through teacher referral. Since Synergy Quantum Academy has the responsibility of assuring that all students' educational experiences are rigorous, teachers are prepared to provide additional challenges for these students even though Synergy Quantum Academy's research-based curriculum is already academically demanding. Some core subjects have Honors or AP classes that allow the teacher to differentiate instruction so that academically gifted students will have an opportunity to work on more advanced curriculum. Other subjects may have heterogeneous ability grouping to give students opportunities to work with and learn from each other. Research shows that people deepen their understanding of various concepts through the process of working with and teaching others—one of the best ways to master something is to teach it to someone else. Additionally, one of Synergy Quantum Academy's key strategies is to imbue students with academic language in order to help students gain confidence on academically demanding tasks. This strategy works well with both academically high achieving students and the general student population. Synergy will monitor this subgroup through data analysis and student feedback.

Students Achieving Below Grade Level

Synergy Quantum Academy's ongoing assessments help to identify students who are performing below grade level. The Pre-Referral Intervention Manual ("PRIM") by Stephen B. McCarney is available to assist teachers in developing a comprehensive plan of pre-referral intervention strategies for students who are at-risk of not meeting grade-level standards. Students simply needing additional assistance in particular subjects or skill areas may obtain additional help from peers, staff, and/or tutors. A Student Success Team meeting is conducted with a student's parent/guardian and Charter School personnel if a student is still not achieving grade-level standards. When additional interventions are needed, the staff is proactive in coordinating appropriate support services such as after school intervention programs, peer tutoring programs, Saturday school, and/or summer school. Synergy will monitor this subgroup through data analysis and student feedback.

Socioeconomically Disadvantaged Students

Synergy Quantum Academy's main mission is to empower socioeconomically disadvantaged students and therefore, its instructional methodology and program are carefully created and chosen with this population in mind. Socioeconomically Disadvantaged Students are identified through meal application forms and/or alternative income verification forms completed by each household annually. Synergy Quantum Academy's educational program is designed so that all students have access to the regular grade-level curriculum, including providing all students with access to technology. There will also be opportunities for students to obtain either intervention help during the regular school day or an accelerated curriculum during the regular school day for students who are ready for more challenging work. Additionally, after school intervention, Saturday school, and/or summer school may be provided for students who are academically behind. Synergy Quantum Academy also plans multiple field trips throughout the school year in order to provide socioeconomically disadvantaged 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. Synergy will monitor this subgroup through data analysis and student feedback.

Students with Disabilities

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

Students in Other Subgroups

Synergy students in foster care as well as students experiencing homelessness will be identified by information provided in their enrollment packet and through the annual residency survey. School administrators will work with School counselors to identify and coordinate any other support services these students may need, including whether the services are to be provided by the Charter School and/or by outside agencies. Additional supports may be provided to these students, including providing necessary materials and supplies, including hotspots for internet access, assistance with transportation and school appropriate clothing that adheres to the School dress code. Synergy will monitor these subgroups through data analysis and student feedback.

“A TYPICAL DAY”

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

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

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

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

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

Math instruction will also be an important part of the school day. Again, a rigorous, standards-aligned curriculum will be delivered using multiple teaching strategies. For example, math instruction may include the use of a textbook as well as the use of math manipulatives that provide opportunities for hands-on learning.

Since the Charter School is a STEM-focused school, all students are required to take at least four semesters of Engineering and/or Technology classes. Additionally, whenever possible, technology will be embedded in other classes. For example, students can create Microsoft PowerPoint or Apple Keynote presentations for a history project, they can publish their final writing projects via Microsoft Word or Apple Pages and/or PowerPoint/Keynote, and they can graph their math problems and science experiments via Microsoft Excel or Apple Numbers. Because many students' families do not have access to computers in their homes, Synergy Quantum Academy issues each student a laptop computer to use throughout the school day, and at home with parent permission. This allows students to engage with technology as a tool, and in multiple ways, in order to be able to compete with their more advantaged peers.

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

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

Overall, on a typical day, visitors will see that Synergy Quantum Academy's students are engaged in multiple learning opportunities that may include the use of technology, hands-on activities, and collaboration with peers. On a daily basis, students are provided opportunities to access an academically stimulating curriculum to meet different students' learning styles and interests.

ELEMENT 2: MEASURABLE PUPIL OUTCOMES AND ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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 Quantum Academy’s educational program.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance Targets Aligned to State Priorities

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, aligned with the eight 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 of the program and the annual assessment tool(s) or other means 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 Quantum Academy uses a variety of formative assessments to measure student progress towards mastery of state standards and other school goals identified within the LCFF State Priorities table in Element 1. Synergy Quantum Academy monitors student progress in Reading and Math by administering the i-Ready Diagnostic tests three times each year. This adaptive online assessment provides teachers and administrators with information regarding student performance in different Reading domains, including Vocabulary, Comprehension in Literature, and Comprehension in Informational Text, and Math domains, including Algebra/Algebraic Thinking and Geometry). The diagnostic assessment reports provide teachers, administrators, and students and parents with specific information about how student performance compares based on grade level, as well as suggested growth goals based on nationally-normed data.

SQA teachers also administer interim assessments at the end of each unit of instruction to provide teachers with data regarding student progress toward mastery of specific sets of standards. English Language Arts benchmark assessments from CommonLit are used for ELA, and the SBAC Interim Block Assessments are used for Math. Teachers use this data to inform plans for reteaching and small group instruction.

Data Analysis and Reporting

Synergy Quantum Academy uses data from student grades, internal diagnostic and benchmark assessments, as well as annual state assessments to monitor student progress throughout each school year and from one year to the next. Synergy Quantum Academy regularly utilizes assessment data to make changes in the implementation of the educational program, professional development activities, and resource allocations. Basing decisions on student data is core to our decision-making process and evaluation of the success of the decision.

The data from internal assessments that are administered school-wide (i-Ready Diagnostic, CommonLit ELA benchmarks, and SBAC Interim Block Assessments) are collected and analyzed by teachers and administrators to make decisions and changes in curricular and instructional strategies. Teachers utilize the data to assess the curriculum and the instructional strategies being employed. School administrators use the data to identify school-wide trends, and inform planning for adjustments to instructional practice, interventions, and course placements.

Data from the annual California Assessment of Student Performance and Progress (CAASPP) assessments for English Language Arts and Math, and the California Science Test (CAST) are collected and analyzed

each year to measure student progress and inform schoolwide instructional practices. These measures of student achievement are reviewed in context with other measures of achievement, including student grades and internal assessments.

Grades are used to identify students who are experiencing difficulty in demonstrating mastery of the indicated course. Students are encouraged to reflect on their grades and write action plans for improving their grades consistent with the School's grading periods. Having students engage in this consistent practice demystifies the grading process and enables students to see the connection between their grades and study habits. In addition, all students have access to the Student Portal to see their grades and attendance in real-time, assignments they are missing and need to make up, as well as the ability to communicate with teachers regarding questions they might have about their grades.

During student success team meetings, parents, student, teachers, and counselors discuss the academic and social performance of the student. In student success team meetings, grades are used as the entry point for understanding the strengths and supports needed. Feedback is provided on the current strategies that the student is using that are not leading to academic mastery. All teachers and administrators take the feedback and develops an action plan for how the student and members in the meeting can work together in improving student achievement. In many cases, this form of intervention has resulted in students improving their academic performance and passing their courses. In subsequent follow up meetings, grades are used to assess the action plan for improving their grades.

Board members, faculty, students and parents are involved at various levels in the assessment and monitoring process of student progress. The level of impact of each stakeholder group dictates the level of involvement. Board members and parents are the most removed group from the day-to-day practices of creating assessments and monitoring student achievement. Board members receive dashboards that contain scores from recent administration. Parents receive similar dashboards during parent meetings with the principal. Students receive their individual scores. 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 towards achieving the academic standards. The dashboard is a document with information on data such as enrollment, assessment scores, attendance rate and budget updates. In addition to receiving the same dashboards as board members and parents, teachers are given all of the scores of their students and any comparison data when applicable. Students and parents are provided logins to the online grade-book portal where they can access grades and scores on assessments real-time.

Grading, Progress Reporting, and Promotion/Retention

Synergy Quantum Academy implements schoolwide practices to provide ongoing feedback to students regarding their academic performance.

Grading Policy

Synergy Quantum Academy's high school graduation requirements are aligned with the California A-G college undergraduate admissions requirements. In order to satisfy the A-G requirements, students must pass all of their classes with a letter grade of a "C" or better. The University of California (UC) colleges such as UCLA and UC Berkeley will not admit students with high school grades of D or F. In an effort to promote college eligibility, beginning with the class of 2016, Synergy Quantum Academy will not assign a letter grade of a "D." To receive course credit, students must earn passing grades of an "A," "B" or "C." Students who do not earn a passing grade are required to retake the course to earn credit.

For students taking courses outside of Synergy, either in Adult School or in Community College, a letter grade of a "C" or better is required to receive course credit.

Progress Reporting

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

1st Progress Report
2nd Progress Report
1st Semester Report Card
1st Progress Report
2nd Progress Report
2nd Semester Report Card – Final Report Card will be mailed home

Promotion/Retention

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

Fall Promotions

Grade level promotions are to be made at the beginning of the fall semester once summer school/intersession course credits have been confirmed. All grade level promotions are to be completed by the fall semester norm day. All current courses at Synergy Quantum Academy are worth five (5) credits per semester. A full course load is seven (7) classes per year (70 credits per year). Students must earn the credits listed below in order to promote to the next grade level at the beginning of the academic year:

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

Mid-Year Spring Promotions

Students who did not meet the minimum required credits at the beginning of the year may be considered for a mid-year spring promotion if they earn the credits listed below by the end of the fall semester.

End of second time in 9th grade fall semester – 90 credits
End of second time in 10th grade fall semester – 150 credits
End of second time in 11th grade fall semester – 210 credits

Senior students who have not earned the minimum credits required for promotion at the beginning of the Spring Semester may still be eligible for promotion at the end of each grading period if they have earned 210 credits and completed any additional graduation requirements due at the time, such as community service hours.

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

Certificates of Completion

It is the desire of the Charter School Board that all students enrolled in programs operated by Synergy Quantum Academy follow a rigorous course of study culminating in a Diploma of Graduation. However, instead of a high school diploma, a student with disabilities may be awarded a certificate or document of educational achievement or completion if the student has met one or more of the following requirements:

1. Satisfactorily completed a prescribed alternative course of study approved by the Charter School Board.

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

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

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

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

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

Credit Recovery

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

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

Students Transferring into the Charter School

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

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

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

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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School’s governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

FEDERAL PROGRAM COMPLIANCE

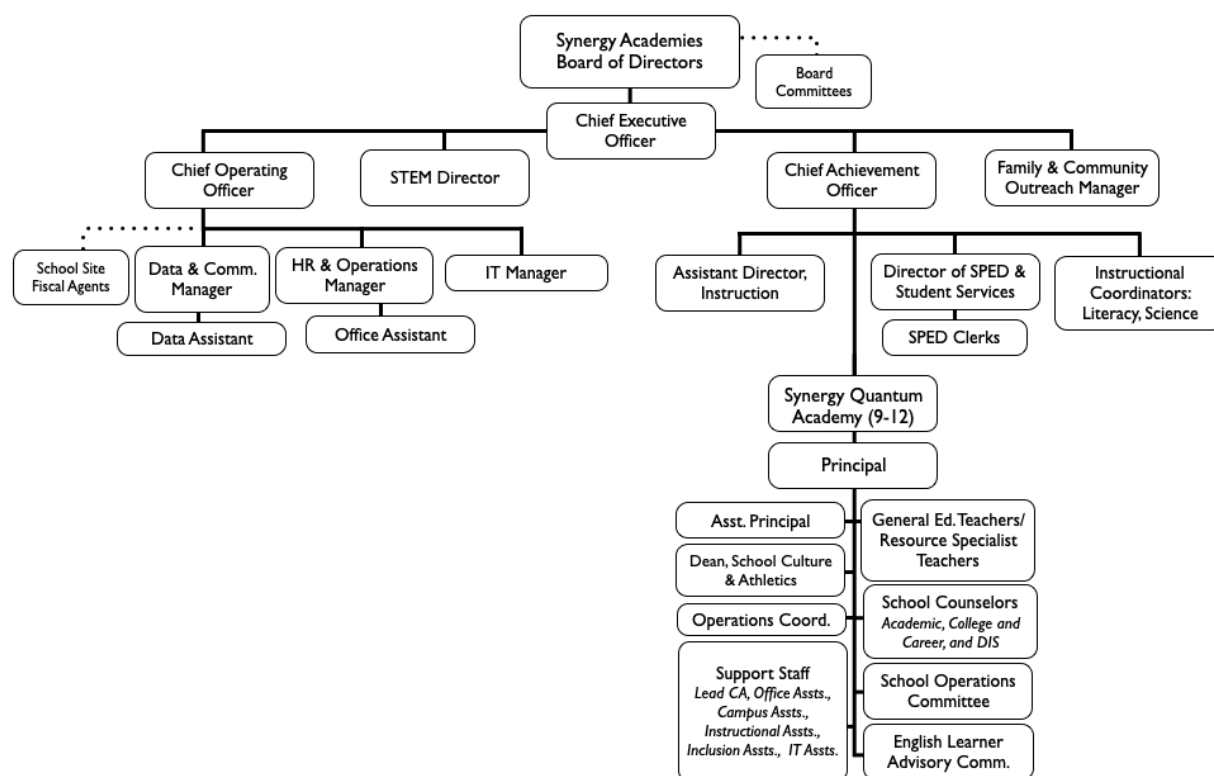
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands 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 is a directly funded independent charter school operated by Synergy Academies, a California non-profit public benefit corporation, pursuant to California law upon approval of this charter petition.

GOVERNANCE STRUCTURE

Below is the organizational chart for Synergy Quantum Academy, which includes positions at the school site, as well as organization-wide. The organization chart below may be modified from time to time, according to changes in the organization.



Various committees both for the Board of Directors and/or for the Charter School may be created and will meet as needed or when required. The Board, by resolution adopted by a majority of the board members then in office, may create committees as deemed necessary to complete the work of the Board. Committees shall consist of two or more board members and no one who is not a board member. Appointments to committees shall be by majority vote of the authorized number of board members. The Board may convene one or more ad hoc committees that may include persons who are not board members to perform in an advisory capacity. Current committees of the Board include:

- Governance Committee, which recommends to the Board policies and procedures designed to provide for effective and efficient Board governance, and participates in recruitment, vetting, and orientation of new Board members, education of Board members, and succession planning.
- Finance and Investment Committee, which is responsible for recommending financial policies, goals, and budgets to the Board that support the mission, values, and strategic goals of Synergy Academies.
- Audit Committee, which is responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. Additionally, the Audit Committee shall confer with the auditor to satisfy

its members that the financial affairs of the corporation are in order and review and determine whether to accept the audit.

- Executive Committee, which is delegated authority to act for the Board between regular board meetings, within the limits of its charter, and annually evaluates the performance of the Chief Executive Officer.

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 Principal with the assistance of the Charter School staff. Synergy's central office staff, in collaboration with the Charter School's staff, are then responsible for creating procedures for carrying out the policies and directives of the Board of Directors. The Board of Directors will meet at least four (4) times per year, and in accordance with the Brown Act and Education Code Section 47604.1(c).

Specific responsibilities of the Board of Directors include:

- Making major policy decisions.
- Developing a long-term strategic plan to support sustaining organizational success.
- Monitoring the Charter School's compliance with applicable laws, the Charter School's fiscal health (i.e., ensuring the Charter School is within budget and in compliance with submitting any required fiscal reports such as the annual audit requirement), and the Charter School's progress toward achieving its mission and goals.
- Supervising and evaluating the Chief Executive Officer.
- Making decisions affecting the Charter School including, but not limited to, educational programs (i.e., review and authorization of the content of Synergy Quantum Academy's charter petition prior to submission for approval, LCAP, and 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 School is 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.

Executive Leadership

The major roles and responsibilities of the executive-level employees, including the CEO, CAO, and COO, are described below.

Position Title: Chief Executive Officer

Classification: Full Time, Exempt

Location: Synergy Academies

Reports to: Board of Directors

Responsibilities

Vision Setting and Strategic Planning

- Champion the vision of the organization and lead the organization to fulfill its mission;
- Engage and invest all stakeholders including the board, staff, parents, students, alumni, community, and other supporters, in supporting the execution of the strategic plan and the realization of the vision;

- Set organizational priorities and determine how the organization’s overall performance will be assessed; and
- Ensure accountability across the organization by setting clear academic, operational, and financial goals and managing towards them; adapting as necessary given changes in internal and external environments.
- Team Management and Culture Building
- Provide the leadership and management necessary to ensure the headquarters team is able to support schools as they strive to deliver transformational educational outcomes for students;
- Preserve and promote the Synergy mission while also codifying and communicating the core values, philosophy, and norms so that the “Synergy Way” is clear and consistently practiced throughout the organization;
- Build and support a strong, cohesive culture across the headquarters team and school teams that leads to an embedded and aligned organizational identity; and
- Oversee all aspects of human resource management, including, but not limited to, the hiring/firing, discipline, and evaluation of staff; the creation, negotiation, and execution of employment agreements, including job descriptions and staff compensation; and the determination of staff benefits.

Organizational Sustainability

- Oversee an organization wide budget of \$18M+;
- Ensure that Synergy has a viable long-term financial plan, particularly as costs are slated to increase in the next five years, by creating organizational systems that ensure cost efficiency;
- Oversee the organization’s fundraising/development, grant writing, branding, marketing, public relations, and communications efforts in collaboration with the director of special projects;
- Oversee facilities management/projects; and
- Ensure that the organization and the schools follow all legal requirements implemented by the authorizing authority, the state of California, and any other applicable laws. This includes charter renewal, WASC accreditation, required tracking of state and federal dollars, etc.

External Engagement

- Serve as the public face and chief spokesperson of Synergy Academies;
- Build a strong relationship with LAUSD and represent Synergy in district and authorizer communications;
- Continue to develop a strong, engaged, and active board in close partnership with the board chair. Work closely with the board of directors and its committees, along with the chair and vice chair, to provide information to them in a transparent and timely manner;
- Oversee the organization’s sharing practices with other educators both domestically and internationally, including visiting other schools and hosting other schools to facilitate organization learning; and
- Build coalitions, relationships, and partnerships with key stakeholders in support of the organization’s mission and goals. This group of stakeholders includes the local school district, parents, students, alumni, donors, community members, and leaders of business, community, and political organizations.

Desired Qualities and Qualifications

- The ideal candidate will believe deeply in the mission of Synergy Academies and will be driven by the belief that closing the achievement gap is possible. S/he will also have experience leading a high performing school or system of schools and/or a successful nonprofit supporting schools or school reform efforts. Additionally, the ideal candidate may have experience as a senior leader in a public school district or a CMO that has made significant academic gains for ethnically diverse low-income students. The Synergy Academies board is specifically seeking someone with:

- A minimum of ten years work experience including a track record of success leading an organization or a team to meet aggressive goals;
- Superior relationship management skills, the ability to interact with a variety of stakeholders, and the executive presence to inspire confidence and passion in both *internal* and *external* audiences;
- Experience working with urban schools and engaging residents of urban communities;
- A track record of leading, motivating, and developing high performance teams and/or the desire and ability to manage others and help them meet their potential; and
- A Bachelor's degree from an accredited, four-year university; advanced degree preferred (e.g. EdD, PhD, MBA, JD, MPA, MA, MS, MEd).
- In addition, the ideal candidate will also possess the following qualifications:
 - Philosophical Alignment: Belief in the mission of Synergy Academies;
 - Commitment to Urban Education: Belief that it's possible to close the achievement gap;
 - Cultural Competence: A humble, self-aware leader who understands how race, class, ethnicity, sexual orientation, and income impact our society and has a demonstrated commitment to ensuring all students are able to reach their goals; and
 - Drive: The willingness to do whatever it takes, regardless of circumstances, to fulfill responsibilities and to achieve results.

Position Title: Chief Achievement Officer

Classification: Full Time, Exempt

Location: Synergy Academies

Reports to: CEO

Job Overview

The Chief Achievement Officer is a key member of the executive team who oversees the instructional program, and supports, develops and manages the School Principals, Director of Special Education and Student Services, and Instructional Coordinators to ensure strong academic results and social-emotional development for all students. The CAO leads the organization in planning, implementation, and evaluation of instructional programs for all students, and provides direction and inspiration for our continual improvement in academic content standards and assessment, teaching and learning, and professional development. This position reports directly to the CEO and serves on the organization's Senior Leadership Team.

Essential Functions

Instructional Leadership

- Create a bold, strategic vision for the academic model which incorporates evidence-based best practices, aligns curriculum, instruction, and assessments, and meets states, federal, and college/career requirements, in addition to meeting the needs of all students.
- Ensure that the academic model includes high expectations and an effective tiered system of supports to meet the needs of all students, including special populations (e.g., Special Education, English Learners, and other groups)
- Provide leadership and support in adopting research-proven pedagogy and standards-based instructional practices.
- Monitor and evaluate the effectiveness of instructional programs
- Implement the organization's academic priorities and goals in collaboration with the instructional leadership team
- Oversee hiring of highly qualified staff who excel at meeting the academic and social-emotional needs of students

Assessment and Data Strategy

- Review data with instructional leaders to identify strengths, growth areas and corresponding instructional action plans based on formal and informal assessments.
- Ensure student data is analyzed regularly and is used to inform lesson planning
- Lead the process for administering assessments and disseminating assessment results to staff and families.
- Professional Learning and Development of Instructional Staff
- Continually aligns and refines academic model, professional development, and coaching systems to drive improvement and achieve desired student outcomes
- Create data-driven culture across Synergy's schools
- Ensure team efforts are effectively building the capacity of teachers and leaders across the system to meet the needs of all students and create conditions for students to thrive

Management of Coaching of Principals

- Direct and coaching school leaders on school management, including planning, staffing, program, culture, curriculum, instruction, and assessment.
- Lead the schools in continuous improvement of programs and systems, including the development of school plans and key performance indicators, and setting high expectations and standards for quality teaching and learning that aligns with mission and organizational culture.
- Acts as a sounding board and advisor to principals to support and coach them in moments of challenge, provides thought-partnership, moral support, and drive toward student achievement.
- Defines and monitors key metrics to determine success of school network and foster data-driven continuous improvement.
- Fosters a collaborative and results-driven culture across the network of schools.
- Ensure high quality, consistent implementation of the curriculum, strong instructional practices, and routines.
- Observe and provide regular, actionable feedback to instructional leaders.

Senior Leadership

- Collaborate with the CEO and COO to establish and accomplish organizational goals, objectives and strategic plans, state and federal reports, and develop budgets.
- Develop external partnerships with educational organizations, district and non-profit partners.
- Create and review educational presentations and reports to share with the Board and as part of charters, compliance reports, and grant applications.
- Work with key stakeholders in the development and revisions of educational policies for recommendation to the Board.

Education and Experience

- Advanced degree in education (i.e., a Master of Education or Doctor of Education degree) and/or an administrative credential.
- At least three years experience in K-12 school administration.
- At least three years teaching experience in more than one grade level.
- Possess a valid clear California teaching credential with authorization to work with English Learners of equivalent teaching credentials from another state.

Qualifications and Desired Characteristics

- Strong teaching background with a track record of assisting educationally disadvantaged students in obtaining high levels of academic achievement.
- Experience in curriculum development and evaluation.
- Experience with coordinating testing programs and program evaluation.
- Comfortable with creating and delivering presentations both small and large audiences.

- Experience with multiple aspects of organizational management, including, but not limited to managing employees and volunteers, financial resources, and material resources.
- Experience leading, planning, and managing in a charter school setting.
- Possesses excellent management, communication, public relations, customer service, and interpersonal skills.
- Has a strong work ethic and commits to doing whatever it takes for students to excel.

Position Title: Chief Operating Officer

Classification: Full Time, Exempt

Location: Synergy Academies

Reports to: CEO

Job Overview

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 corporation'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.

Essential Functions

Financial Management

- Lead the annual budget process for the organization including monitoring of budget vs. actuals and cash flow.
- Coordinate with back-office providing on accounting and financial reporting.
- Oversee the accounts payable process and monthly payroll process with operations staff.
- Coordinate the annual audit process and serve as main liaison for external auditors.
- Regularly review and revise finance and accounting policies as necessary to ensure proper internal controls and sound fiscal practices.

Human Resources

- Oversee all points of the employee lifecycle including recruiting, on-boarding/orientation, feedback and evaluation, in accordance with Synergy's policies.
- Ensure employee compliance with required credentials and training.
- Supervise HR and Operations Manager and work to ensure that HR team is a reliable and trustworthy resource for employees seeking support and solutions.
- Oversee selection of benefits brokers and specific benefits offered to employees (ex. health benefits, retirement benefits, etc.)
- Establish, refine and maintain employment policies and practices that comply with federal and state regulations.
- Work with leadership to establish recruitment incentives and retention programs.
- Transportation & Food Services
- Ensure school-based staffing, systems, and vendors are in place for transportation and food programs with timely, reliable, safe, on-budget, and fully compliant delivery of services.

Legal and Risk Management

- Lead management of legal affairs, contracts review, securing insurance, and implementing risk management strategies.

Operations

- Oversee the work of the Data and Communications Manager to ensure effective management of student information systems, student application and enrollment processes and compliance reporting.
- Plan, develop and implement technology plans, policies, procedures and budget in conjunction with school leaders and IT staff.
- Manage facilities-related programs including Prop. 39
- Serve as Corporate Secretary of Synergy Academies and provide support to the Board of Directors.

Qualifications and Desired Characteristics

- Bachelor's Degree or equivalent experience required (Master's Degree in related field preferred);
- At least ten years of progressively increasing operational management experience that includes finance and human resources functions.
- Experience leading, planning, and managing in a charter school setting.
- Possesses excellent management, communication, public relations, customer service, and interpersonal skills.
- Has a strong work ethic and commits to doing whatever it takes for students to excel.

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 a Board of Directors 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.

The Governance Committee regularly reviews the profile of the current Board and current or upcoming vacancies. Prospective board members are provided with introductory materials and requested to complete an application. Candidates may be provided with opportunities to meet with Board members and the CEO before inviting them to apply. The completed applications are provided to the Board Chair and CEO. The Chair convenes an interview team, consisting of the Chair, the CEO, at least one member of the Governance Committee, and another Board member. Each viable candidate will be strongly encouraged to attend a Board meeting prior to the meeting in which they will be considered for membership. The Governance Committee reviews applications, references, and interview feedback and reports an assessment and recommendation to the full Board for discussion and vote.

Each board member appointed 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 assumes office. A board member appointed by the Board may be re-appointed for up to three additional consecutive two-year terms. A board member appointed by the Board who has served four or more consecutive terms may not be re-appointed to the Board without a break of at least one year between terms of office, provided that the board member may be re-appointed 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 appointed 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 appointed by the Board shall serve until the expiration of the term for which the board member was appointed and thereafter until the board member's successor is appointed.

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 meeting as needed. 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 the county 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 meeting conducted via teleconference need not give their name when entering the conference call.

These rules will also apply for teleconference meeting locations at all school sites.

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 four (4) meetings annually, within the boundaries of Los Angeles County. Unless otherwise noted on the posted agenda, board meetings are typically held at Synergy Charter Academy's campus, with teleconference locations staffed by a Synergy employee and open to all individuals at Synergy Kinetic Academy and Synergy Quantum Academy, unless otherwise required by law or executive order. Synergy Academies posts its Board meeting and Board Committee agendas at least 72 hours in advance of regular meetings. Board meeting agendas will be posted, at a minimum, at each of the Synergy Academies school sites and on Synergy's website. The Secretary of Synergy Academies is responsible for recording Board actions in written board meeting minutes, which are kept on file and are available to the public upon request.

The Board has adopted policies and procedures regarding self-dealing and conflicts of interest that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules. Since Synergy Academies focuses on being a data-driven organization in both its individual school operations and as well as an organization as a whole, data on school finances, student achievement, and school climate, will be presented on a regular basis during Board meetings in order to drive informed decision-making. Both the Board and the Charter School administration also use data to establish, evaluate, and improve the educational program and school operations.

STAKEHOLDER INVOLVEMENT

Synergy Academies invokes a social justice framework when seeking to contribute to educational reform, and ensures that parents/guardians, staff, students, and other stakeholders may participate in decision-making by having open Board of Directors meetings, which anyone may attend.

Synergy Quantum Academy believes that the voices and perspectives of parents and community members are important and that they should contribute to the planning and design of the Charter School's program and policies. Synergy Quantum Academy has engaged in meetings with community members, including local business owners, residents, and community organizations such as A Place Called Home, a community-based organization that focuses on providing services to inner-city youth and teens. In fact, the main reason that Synergy Academies decided to start a high school was because parents and community members in the neighborhood expressed their desire for a high-quality high school in their community. Synergy Quantum Academy continues to have parents, community members, and/or other school stakeholders involved in the planning, program design, and implementation of school operations and the education program through its School Site Council and English Learner Advisory Committee meetings.

Synergy Quantum Academy has a School Site Council (formerly called the School Operations Committee). The School Site Council (the "Council") shall, at a minimum, include the Synergy Quantum Academy Principal, three faculty members, one classified staff member, and five students and/or parents elected to serve on the Council. The Council will aid the School Principal in the execution of the Charter School's mission, the formulation and execution of the Charter School's mission, the formulation and execution of its educational program, and the configuration and maintenance of its facilities. The Council also reviews, monitors, and makes recommendations to the Charter School's Board regarding the Charter School's LCAP and Single Plan for Student Achievement or LCAP Federal Addendum. The Council members shall be elected at the beginning of each school year.

Since Synergy Quantum Academy serves at least 21 or more English Learners, parents/guardians are also encouraged to participate in the Charter School's English Learner Advisory Committee (ELAC). Synergy Quantum Academy's ELAC committee will also serve as the LEA's District-level English Learner Advisory Committee (DELAC) for the purpose of reviewing and commenting on the annual consolidated application for federal funding.

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

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

Synergy Quantum Academy ensures parent/guardian participation through other means as well. Parents/guardians are strongly encouraged to participate in parent conferences, where they can discuss the progress of their children with teachers and counselors. Synergy Quantum Academy also uses various methods of communicating with parents/guardians, including newsletters, monthly calendars, 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 the annual Back to School event, family nights, student showcases, performances, and awards ceremonies. Synergy Quantum Academy maintains a website with additional information for parents, including school calendars, bell schedules, grading and progress report timelines, and graduation requirements. The Charter School's website also includes public documents, such

as the Charter Petition, Parent/Student Handbooks, and LCAP. Direct links to Synergy Board meeting agendas are posted on the homepage prior to each meeting.

Parent education is critical to the success of the Charter School, and parent workshops are held on a regular basis. Workshops cover a variety of topics, such as child and adolescent development, parenting and family communication skills, and understanding the college admissions process. 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 are also intended to help parents/guardians understand Synergy Quantum Academy's instructional approaches and high-expectations, enabling them to better reinforce these concepts at home.

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

Synergy Quantum Academy involves the community in the Charter School by informing the community about how the Charter School is working to increase educational outcomes for the betterment of the community as a whole. Synergy Quantum Academy sends school representatives to speak at and/or participate in meetings and events sponsored by other community organizations. Synergy's participation in community meetings includes attendance at the South Los Angeles Promise Zone (SLATE-Z) Education Workgroup meetings, the Los Angeles Police Department's Newton Division Community-Policy Advisory Board meetings, and other community gatherings. Community members may also participate in school events such as serving as College & Career Day speakers or as the high school graduation commencement speaker. Additionally, Synergy Quantum Academy works with organization such as after-school programs and health organizations to provide services to our students and families and conduct parent workshops.

Synergy Quantum Academy will consult with parents and teachers throughout the year regarding its educational programs via staff meetings, parent meetings, and/or written communication (i.e., newsletters, handbooks, e-mail messages, and/or the Charter School's website.) Synergy will also meet annually with stakeholders to provide an update on the Local Control Accountability Plan (LCAP) and seek input for revision. Parents and teachers also have the opportunity to participate in various committees, including the School Site Council and ELAC.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(c)(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 Quantum Academy lies in its high expectations and noble vision of creating a rigorous instructional program that will allow its students to become the next generation of problem solvers. Thus, it is critical that the experiences, knowledge, and philosophies of personnel reflect this vision. In addition to being well qualified, teachers must demonstrate a high degree of content knowledge (what to teach) and instructional ability (how to teach). Teachers must hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment. Additionally, they must be collaborative, be willing to learn and implement effective instructional approaches, and possess strong classroom management skills.

Synergy Quantum Academy currently employs the following positions:

- Principal
- Assistant Principal
- Dean of School Culture and Athletics
- Academic Counselor
- College and Career Counselor
- Operations Coordinator
- Office Assistant – Lunch Program
- Classroom Teachers
- Resource Specialist Teachers
- Designated Instructional Services (“DIS”) Counselor
- Campus Assistants
- Instructional Assistants
- Inclusion Assistants

- IT Assistant
- Instructional Coordinator, Literacy, grades 6-12 (shared with Synergy Kinetic Academy middle school)
- Instructional Coordinator, Science, grades 6-12 (shared with Synergy Kinetic Academy middle school)

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 Operating Officer (“COO”)
- Director of Special Education and Student Services
- Director of STEM Education
- Assistance Director, Instruction and Student Services
- HR & Operations Manager
- Data & Communication Manager
- Family & Community Outreach Manager
- IT Manager
- HQ Office Assistant
- Data Assistant
- Special Education Clerk

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

Position Title: School Principal

Classification: Full Time, Exempt

Compensation: Commensurate with experience

Supervisor: Chief Achievement Officer

Responsibilities:

Instructional Leadership

- Ensure all students are continually learning through classroom observation and analysis of data.
- Make data-driven decisions using multiple data points to improve student achievement and inform instructional practices.
- Develop and refine curriculum to improve instructional quality for all programs, including Advanced Placement, CTE pathways, special education, after school intervention and credit recovery.
- Support teachers and staff by identifying their individual needs, assigning coaches, supporting the work of PLCs, designing appropriate professional development, and providing other relevant supports.

School Culture

- Create a culture of high expectations that motivates and inspires students, parents and staff to believe in each person’s ability to achieve.
- Develop annual goals for student achievement and set expectations for the school community to work towards.

- Work with Assistant Directors, Dean, Counselors, and teacher leaders to develop and ensure alignment of policies, procedures, events, and programs that will positively influence the annual student achievement goals.

Stakeholder Engagement

- Ensure that all members of the school community are engaged.
- Proactively communicate with faculty and staff; get to know individuals and understand needs.
- Prioritize time and attention to enforce attendance policies and efforts aimed at reducing or eliminating truancy.
- Be a constant presence and active communicator with parents and students at meetings, conferences, student activities and celebrations.
- Develop and maintain partnerships with external stakeholders such as LAUSD, private donors, institutions of higher education, and any other groups that can help Synergy achieve its mission and vision.

College and Career Readiness

- Develop and reiterate school message of college and career readiness.
- Work closely with academic and college counseling team on master scheduling, student tracking, conferencing, test prep and recognition of achievement along the way.
- Ensure all touchpoints between students and staff reinforce goal of college and career readiness.

Operations

- Ensure smooth school operations and school compliance with local, state and federal programs.
- Work with school office and HQ staff to manage budget, payroll, student records, technology and facility.

Assist with other duties as needed.

Education and Experience:

- Bachelor's degree or higher from a competitive, accredited college or university
- Minimum of three years teaching experience and two years of school leadership experience at the high school level
- Proven track record of leading, managing, and coaching other educators to increase student achievement preferably in a charter and/or urban school setting
- Demonstrated experience working with diverse student populations and leading differentiated instruction to support different levels of learners
- Deep instructional expertise, including knowledge of Common Core-aligned instruction

Qualifications and Desired Characteristics:

- Belief in and alignment with Synergy's mission of closing the achievement gap and college and career readiness
- Must possess a growth mindset
- Excellent verbal and written communication skills
- Strong interpersonal skills and ability to build and cultivate relationships
- Willing to do "whatever it takes" to help students, staff, and parents succeed
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media
- Fluent in Spanish preferred but not required
- Able to lift heavy objects up to 30 lbs

Position Title: Assistant Principal

Classification: Full Time, Exempt

Reports to: School Principal

Job Overview

The High School Assistant Principal is an experienced, dedicated school leader who assists the Principal in organizing and fostering a positive, safe environment that is conducive to best meeting the needs of all students, staff and families. The Assistant Principal is knowledgeable of the principles of excellent teaching and learning, school operations and supervision, and possesses strong interpersonal skills and a commitment to the success of all students.

Essential Functions

Instruction

- Assist the school's Principal in mentoring and supporting teachers by conducting frequent classroom observations and providing timely, direct feedback based on observations.
- Support the cycle of instructional coaching and classroom assistance across content areas in order to support the growth of teacher practice as needed.
- Document observations and feedback meetings as prescribed by Synergy's Performance and Growth Model.
- Assist in evaluating teachers in accordance with organizational policy, including implementing teacher support plans when necessary.
- Help to ensure teachers implement effective daily and yearly pacing plans and lesson plans.
- Help teachers effectively use formative and summative assessments, differentiate, and adjust instruction in the moment and over time.
- Support teachers' development of effective classroom management strategies.
- Assist the school's Principal in coordinating professional development and staff meetings.
- Support the implementation of Synergy's instructional strategies and scholar lessons at the school site.
- Evaluate and select instructional materials as assigned.
- Regularly collect, analyze, and share data to drive student achievement and help inform instructional practices.
- Oversee/coordinate after school intervention and/or summer school programs.
- Serve on Quantum's Instructional Leadership Team.
- Serve as administrative designee for the school Principal as needed.

Student Supervision

- Assist in overseeing the student discipline program, refer students to Dean of Culture, SST programs and counseling as needed.
- Monitor and supervise students, especially during high traffic periods and events (passing periods, etc.), and make recommendations to the Principal for addressing critical areas as needed.
- Assist in monitoring student attendance and make recommendations for intervention as necessary.
- Help supervise and support school events, fundraisers and activities.

Student Services/Special Education

- Help oversee counseling activities and services in support of student personal and academic achievement.
- Monitor the caseload and delivery of specialized services, help to ensure compliance with laws.
- Help to coordinate state and other required testing, assist in creating an assessment calendar for the year.

Daily Operations

- Assist with the day-to-day operations of the school in accordance with school policies and as assigned by the Principal.

- Help serve as liaison to LAUSD schools on campus to coordinate operations, including safety and events.
- Maintain safety procedures to ensure campus security.
- Help maintain facilities, report concerns to the Principal or school Plant Manager.
- Help supervise athletic events both on and off campus.
- Perform other related duties as required and assigned by the Principal.

Professional/Administrative

- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Model open and transparent communication with the faculty, staff and larger school community.
- Participate in professional development, collaborate readily.
- Demonstrate knowledge and support of Synergy's mission, vision, values, policies, procedures, and charter petition.

Education and Experience:

- Bachelor's degree or higher from a competitive, accredited college or university
- Minimum of three years teaching experience and one year of coaching/leadership experience at the high school level
- Demonstrated experience working with diverse student populations and leading differentiated instruction to support different levels of learners
- Deep instructional expertise, including knowledge of Common Core-aligned instruction

Qualifications and Desired Characteristics

- Possess a clear California multiple subject or single subject teaching credential.
- Demonstrate an in-depth understanding of and commitment to the school's mission and vision.
- Exhibit strong classroom/student management and experience in enforcing school-wide discipline policies.
- Has at least three years of teaching experience in a secondary setting (middle, and/or high school).
- Work with attention to detail and able to meet deadlines.
- Communicate well via both written and oral communication means.
- Possess strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Possession of an administrative credential and/or a Master's degree in Education or a related field is preferred, but not required.
- Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.
- Available to attend meetings and supervise events in the evenings and on the weekends.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.

Position Title: Dean of School Culture and Athletics

Classification: Full Time, Exempt

Reports to: School Principal

Essential Functions

School Culture/Discipline

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

Athletics

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

Day to Day Operations/Communications

- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Assist with the day-to-day operations of the school in accordance with school policies.
- Liaison to LAUSD schools on campus to coordinate operations, including safety.
- Demonstrate knowledge and support of Synergy's mission, vision, values, policies, procedures, and charter petition.
- Maintain safety procedures to ensure campus security.
- Help supervise athletic events both on and off campus.
- Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.
- Must be available to attend meetings in the evenings and on the weekends.

Perform other related duties as required and assigned.

Qualifications and Desired Characteristics

- Demonstrate an in-depth understanding of and commitment to the school's mission and vision.
- Exhibit strong experience in enforcing school-wide discipline policies.
- Has at least three years of teaching experience in a high school setting.
- Work with attention to detail and able to meet deadlines.
- Communicate well via both written and oral communication means.
- Possess strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- High school diploma or equivalent required. AA degree or some college preferred.
- Fluent in Spanish preferred but not required.
- Able to lift heavy objects up to 30 lbs.

Position Title: Academic Counselor

Location: Synergy Quantum Academy High School

Classification: Full Time, Exempt

Reports to: Principal

Job Overview

Behind every successful student is a team of passionate and dedicated teachers, counselors and staff. Synergy is looking for an experienced counselor with a passion for supporting students in their coursework and school life.

Essential Functions

- Serve as main academic advisor for high school students in grades 9-12 in collaboration with general education teachers and other support providers to ensure that students are on track to graduate on time.
- Support students in developing skills, attitudes, and knowledge that contribute to effective learning.
- Assist students in understanding the relationship of academics to careers, life at home, and in the community.
- Review transcripts to ensure students are placed in their proper educational program.
- Consult with teachers periodically about scheduling, student educational concerns or learning problems and new curriculum standards.
- Prepare end of the semester parent/student graduation check notifications.
- Make appropriate referrals for credit recovery and ensure transfer of credits from credit recovery programs, community colleges, other high schools, and summer school programs.
- Maintain updated records of academic progress (mini-cumulative records).
- Keep parents informed about graduation requirements, post high school options, testing opportunities, college application procedures, financial aid assistance and scholarships.
- Assist with testing and assessments.
- Demonstrate knowledge and support of Synergy's mission, vision, policies, procedures, and charter petition.
- Maintain a professional manner when working with students, staff, parents/family members, and community members via both written and oral communication.
- Maintain high standards of student conduct and ensure all students are safe and fully engaged in learning, including implementing Synergy's school-wide discipline plan.
- Must be available to attend meetings in the evenings and on the weekends as needed.
- Perform other related duties as required and assigned.

Qualifications and Desired Characteristics

- Possess positive communication and relationship-building skills as well as strong organizational skills.
- Ability to motivate students.
- Bilingual Spanish strongly preferred.
- Proficient in the use of student information systems, computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and/or digital media.
- Possess an in-depth understanding of and commitment to the school's mission and vision.
- Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.

Education and Experience

- Two+ years experience at a school site.
- A California Clear PPS Credential in School Counseling/Guidance is required.
- Master's degree in Education, Social Work, Psychology, or Counseling.

Position Title: College and Career Counselor

Classification: Full Time, Exempt

Reports to: School Principal

Job Overview

Provide guidance to support students to be prepared for, admitted to, and successful through college. The college counselor serves as the primary resource to students, parents, and staff regarding all aspects of the college admission process. The college counselor will implement strategies, programs and activities to create a college-going culture across the school, at all grade levels. The ideal candidate should have experience working with 1st generation urban students of color, and will have proven successful in helping them gain acceptance to, and persist through college.

Essential Functions***College Support***

- Establish a culture of high expectations that includes college preparation for all students.
- Coordinate and disseminate information to students and families regarding college entrance requirements, application process, tuition, financial aid and testing deadlines.
- Support students in identifying their path towards post-secondary success, developing a list of colleges and universities to which to apply, applying to colleges and matriculating to college.
- Meet with individual students and parents regarding postsecondary placement.
- Guide students through the financial aid process and assist with scholarship and summer college program applications.
- Oversee Cal Grant GPA Electronic Submission to the CA Student Aid Commission.
- Assist students in registering for college entrance exams as well as inform students and their parents/guardians of test results and their implication for educational planning.
- Write letters of recommendation for students regarding college admissions, financial aid, scholarships, and community honors recognition programs.
- Coordinate career awareness activities across all grade levels such as the Career Fair, College Fair and guest speakers as well as college representative visits to take place at our high school campus.
- Give workshops on college essay writing, test-taking skills, interviews, etc.
- Oversee the established community college Bridge to College program partnership and dual-enrollment for high school students interested in taking college courses.
- Update our school's website with college related information such as scholarships, test and application deadlines, summer programs, etc.
- Publish a monthly college newsletter for students and their families with college related relevant information and organize college catalogs, brochures, handbooks and other resource materials.
- Create and maintain a tracking system/report of college application submissions, FAFSA completion, Scholarship Awards, Student Services Acceptances and college acceptance and matriculation.
- Coordinate end of the year senior college-bound recognition awards ceremony.
- Oversee the placement and administration of AP Exams.
- Serve as liaison to universities, the College Board, ETS, and other relevant organizations and institutions.

Alumni Services and Support

- Build and maintain a database (Salesforce and National Clearing House) to track Synergy alumni and document support, communication, and outcomes.
- Maintain regular communication with Synergy alumni via direct contact, email, and social media.

- Plan and implement programs that engage and support alumni in persevering through college graduation.
- Seek out and develop programs with partnering organizations and agencies that provide additional support services to alumni such as tutoring, internships, summer programs, scholarships, college prep courses, and career advisement.
- Coordinate alumni activities and events to increase connection, involvement, and knowledge of Synergy.
- Develop and implement student-alumni programs that engage Synergy alumni and enrich the educational experience of current Synergy students.

Qualifications and Desired Characteristics

- Possess positive communication and relationship-building skills as well as strong organizational skills.
- Ability to motivate students.
- Have oral and written fluency as well as an ability to translate in both English and Spanish.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and/or digital media.
- Possess an in-depth understanding of and commitment to the school's mission and vision.
- Willing to learn, willing to work hard, is a team player, has a "whatever it takes" attitude, and is willing to help out in any way needed.

Education and Experience

- One or more years of experience (full time, part time, internship experience) at a school site.
- A California Clear PPS Credential in School Counseling/Guidance is required.
- Certificate in College Counseling is preferred.
- Master's degree in Education, Social Work, Psychology, or Counseling.

Position Title: Operations Coordinator

Classification: Full Time, Exempt

Reports to: School Principal

Job Overview

Provides administrative support to school site by managing the operations of the office, maintaining student files, completing all compliance reports, and facilitating student, parent, and visitor needs in the office.

Essential Functions

Student Information and Data

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

Attendance and Compliance Reporting

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

Office Operations

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

Student and Family Relations

- Help to maintain a positive, nurturing, and achievement-oriented school culture that includes college preparation for all students.
- Build relationships with families to keep them well-informed and support their needs.
- Assist with and attend meetings on evenings and weekends when necessary.
- Other Responsibilities
- Attend to student needs and injuries, including maintaining the documentation of student first aid visits to the office.
- Assist with student supervision at school or on field trips when needed.
- Assist with the implementation of the School Safety Plan, including helping to replenish any emergency supplies on a regular basis.
- Assist leadership team with various tasks as needed.

Qualifications and Desired Characteristics

- 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 Infinite Campus or similar system.
- 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 face-paced environment.
- Ability to take direction as well as take initiative.
- Positive, professional demeanor.

Education

- High school diploma or equivalent required. Some college preferred.
- Coursework in computers, word processing, data management, file-keeping, etc. a plus.

Position Title: Office Assistant –Lunch Program

Classification: Full Time, Non-Exempt

Location: Synergy Charter Academy, Synergy Kinetic Academy, Synergy Quantum Academy

Program: Nutrition Services

Reports to: School Principal and Chief Operating Officer

Job Overview

Provides administrative support to school site by assisting with the school lunch program office and office operations.

Essential Functions

Lunch Program

- Distribute lunch applications or alternative income forms and information to families at beginning of the school year.
- Work with office to get families qualified for free or reduced-price lunch prior to the start of the school year when needed.
- Maintain qualification records and ensure that school site has accurate information to update student records in Illuminate.
- Participate in trainings relevant to the lunch program including food handler's training and Mealtime training.
- Communicate with the vendor on a weekly basis to ensure accurate lunch counts are delivered and on time.
- Train school site staff as needed on the lunch program operations.
- Ensure that the service area is clean and maintained on a daily basis after lunch service is complete.
- Take the daily meal counts in line, on paper and soft copy for program records.
- Submit monthly lunch records to Chief Operating Officer and review invoices for accuracy.
- Other duties as assigned.

Qualifications and Desired Characteristics

- 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

Education

- High school diploma or equivalent required. Some college preferred;
- Coursework in computers, word processing, data management, file-keeping, etc., a plus

Position Title: Classroom Teacher

Classification: Full Time, Exempt

Compensation: Teacher Salary Table
Reports to: Principal

Job Overview

Synergy Academies is a nonprofit charter school management organization with a mission to eliminate the achievement gap. Synergy's elementary, middle, and high schools are STEM-focused and serve 1,350 K-12 students in South Los Angeles. Synergy believes in holistic education, collective accountability, and sharing best practices through professional collaboration. At Synergy, we give each individual the opportunity to learn and grow, we work as a team to support each other, we are transparent and honest, we have a strong work ethic, take initiative, are good stewards of our resources, and we focus on continual improvement.

Synergy is looking for educators to join us in developing the next generation of problem solvers as we focus on the following goals:

- Help students develop the growth mindset they need to persevere and succeed in all aspects of life.
- Engage parents and families in educational programs that result in advocacy for greater opportunities in both their families and communities.
- Work with other educators to create a community of learners with a practice grounded in data analysis, reflection, and collaboration.
- Provide learning experiences that build critical thinking skills and approaches to problem solving used both in classrooms and in life.

Essential Functions

Instruction

- Plan lessons and implement classroom activities in accordance with the California Common Core State Standards, California State Content Standards, and/or Next Generation Science Standards.
- Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students and the school are met.
- Scaffold and differentiate lessons for students and provide intervention and enrichment as necessary to address students' specific needs.
- Effectively manage student behavior and organize classroom systems/procedures to ensure all students are fully engaged in learning.
- Maintain high standards of student conduct, including implementing Synergy's school-wide discipline plan.
- Provide a safe learning environment for students.

School Culture

- Demonstrate knowledge and support of Synergy's mission, vision, policies and procedures, and charter petition.
- Establish a culture of high expectations that includes college preparation for all students.
- Be a constant presence and active communicator with parents and students at meetings, conferences, student activities and celebrations.
- Provide students and their families with regular and timely information on classroom activities and student progress.
- Maintain a professional manner when working with students, staff and parents/families via both oral and written communication.

Qualifications

- Bachelor's degree.

- California Single Subject Teaching Credential (intern, preliminary or clear). Teachers must hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher's certificated assignment. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment.
- Possess a CLAD or BCLAD certification to work with English Learners.
- Demonstrate strong classroom management skills.

Desired Characteristics

- Be flexible – teaching is tough work and we are looking for team players who can handle unforeseen circumstances that may arise and adapt.
- Good listener who can take into account and find value in differing viewpoints
- Open to sharing as well as receiving best practices to improve others' and one's own instruction.

Position Title: Resource Specialist Teacher

Classification: Full Time, Exempt

Compensation: Teacher Salary Table

Reports to: Principal

Job Overview

Synergy Academies is a nonprofit charter school management organization with a mission to eliminate the achievement gap. Synergy's elementary, middle, and high schools are STEM-focused and serve 1,350 K-12 students in South Los Angeles. Synergy believes in holistic education, collective accountability, and sharing best practices through professional collaboration. At Synergy, we give each individual the opportunity to learn and grow, we work as a team to support each other, we are transparent and honest, we have a strong work ethic, take initiative, are good stewards of our resources, and we focus on continual improvement.

Synergy is looking for educators to join us in developing the next generation of problem solvers as we focus on the following goals:

- Help students develop the growth mindset they need to persevere and succeed in all aspects of life.
- Engage parents and families in educational programs that result in advocacy for greater opportunities in both their families and communities.
- Work with other educators to create a community of learners with a practice grounded in data analysis, reflection, and collaboration.
- Provide learning experiences that build critical thinking skills and approaches to problem solving used both in classrooms and in life.

Essential Functions

Instruction

- Plan lessons and implement classroom activities in accordance with the California State Content Standards, California State Content Standards, and/or Next Generation Science Standards.
- Conduct periodic assessments of student academic progress in order to guide instruction and to ensure that the academic goals of the students and the school are met.
- Scaffold and differentiate lessons for students and provide intervention and enrichment as necessary to address students' specific needs.
- Effectively manage student behavior and organize classroom systems/procedures to ensure all students are fully engaged in learning.

- Maintain high standards of student conduct, including implementing Synergy’s school-wide discipline plan.
- Provide a safe learning environment for students.

School Culture

- Demonstrate knowledge and support of Synergy’s mission, vision, policies and procedures, and charter petition.
- Establish a culture of high expectations that includes college preparation for all students.
- Be a constant presence and active communicator with parents and students at meetings, conferences, student activities and celebrations.
- Provide students and their families with regular and timely information on classroom activities and student progress.
- Maintain a professional manner when working with students, staff and parents/families via both oral and written communication.

Qualifications

- Bachelor’s degree.
- California Education Specialist Credential, Mild to Moderate and/or Moderate to Severe (intern, preliminary or clear). Teachers must hold the Commission on Teacher Credentialing certificate, permit or other document required for the teacher’s certificated assignment. Teachers employed by charter schools during the 2019-20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher’s certificated assignment.
- Possess a CLAD or BCLAD certification to work with English Learners.
- Demonstrate strong classroom management skills.

Desired Characteristics

- Be flexible – teaching is tough work and we are looking for team players who can handle unforeseen circumstances that may arise and adapt.
- Good listener who can take into account and find value in differing viewpoints
- Open to sharing as well as receiving best practices to improve others’ and one’s own instruction.

Position Title: DIS Counselor

Classification: Full Time, Exempt

Location: Synergy Quantum Academy

Reports to: Principal and Director of Special Education and Student Services

Job Overview

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.

Essential Functions

- Demonstrate knowledge and support of Synergy’s mission, vision, policies, and procedures, and charter petition;
- Adhere to the California Standards for the Teaching Profession and the ethical standards set forth by the CTC in issuing your Pupil Personnel Services Credentials;
- Provide small-group and individual counseling for students in grades 6-12 (with or without IEPs);
- Meet with struggling students to set goals and recommend strategies for improved academic success;
- Consult with school staff and parents regarding the behavioral, social, and emotional needs of students, and recommend appropriate support strategies;

- Provide classroom and/or school-wide presentations for students, parents, as well as professional development for staff on a variety of topics;
- Collaborate with community agencies and refer students and families to appropriate community resources as needed;
- Attend IEP meetings for students with DIS-counseling and report student progress to parents and staff as well as collaborate with the IEP team;
- Prepare IEP documents using Welligent (web-based IEP writing system) including: writing present levels of performance, creating appropriate goals, making recommendations for counseling services, and preparing quarterly progress reports;
- Conduct classroom observations of students in order to help determine needs and/or to help with positive behavior support and/or behavior modification;
- Coordinate/support site crisis management plan;
- Implement/support “danger to self/others” procedures;
- Actively participate in staff developments and weekly staff meetings;
- Maintain a professional manner when working with students, staff, and parents/families via both oral and written communication;
- Collaborate with teachers, staff members, and/or outside service providers to share best practices and to improve one’s own and others’ instructional practices;
- Provide a safe learning environment for students;
- Maintain high standards of student conduct, including implementing Synergy’s school-wide discipline plan and Synergy’s scholar lessons;
- Establish a culture of high expectations that include college preparation for all students;
- Maintain accurate student records, in accordance with Synergy’s procedures;
- Be proactive and initiate in helping out in any way needed;
- Perform other duties, as required and assigned.

Qualifications and Desired Characteristics

- Have at least one year of counseling experience (full time, part time, or internship experience) at a school site or with a community-based organization;
- Bilingual in English/Spanish (speaking, reading, and writing) is preferred but not required;
- Possess positive communication and relationship building skills as well as strong organizational skills;
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, email, the Internet, and/or digital media;
- Experience with Welligent is a plus;
- Familiar with special education and Section 504 laws, policies, and procedures;
- Possess an in-depth understanding of and commitment to the school’s mission and vision;
- Ability to travel between locations;
- Able to lift heavy objects up to 30 lbs.

Education

- Hold a Master’s degree in social work, psychology, education, or counseling;
- Hold a credential in School Counseling, School Psychologist, or Pupil Personnel Services credential;
- Certification in non-violent crisis intervention and/or as a behavioral intervention specialist is a plus.

Position Title: Campus Assistant

Classification: Full Time, Exempt

Location: Synergy Quantum Academy
Reports to: School Principal

Job Overview

Provides support to school site by supervising students, assisting in the orderly transition between classes and activities and helping to maintain a positive and nurturing school culture.

Essential Functions

Student Supervision

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

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 (i.e., emptying trash, sweeping floors, emergency cleanup, etc.)

Qualifications and Desired Characteristics

- 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.

Education

- High school diploma or equivalent required
- AA degree or some college desirable

Position Title: Instructional Assistant

Classification: Full Time, Non-Exempt

Reports to: Principal or Assistant Principal

Job Overview

Provides support to school site by supervising students, assisting in the orderly transition between classes and activities and helping to maintain a positive and nurturing school culture.

Essential Functions

Instruction

- Work with the teacher in planning and implementing a program of instruction for general education or special education, that adheres to the school's philosophy, goals and objectives.
- Assist the teacher in the preparation of instructional materials and study aids to be used by students in classrooms or individual study situations.
- Provides instruction to individuals and small groups as part of a student's IEP goals, Response to Intervention and/or English Language Development program.
- Works with the teacher in creating a classroom environment conducive to learning by employing a variety of appropriate teaching strategies.
- Assist students in understanding and clarifying instructional assignments under teachers' direction.
- Assist in administering and scoring of assessments and grading of assignments.
- Provide assistance with room décor and student records.
- Perform other related duties as required and assigned.

Student Supervision and Office Support

- May 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 and provide office support.
- Help enforce school policies and procedures, including the school-wide discipline plan, throughout the entire campus.
- Monitor student restrooms and stairwells whenever possible.

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 and parent teacher conferences/communication (on evenings and weekends when necessary).

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 (i.e., emptying trash, sweeping floors, emergency cleanup, etc.).

Qualifications and Desired Characteristics

- Proficient in English and bilingual (Spanish/English) a plus.
- Prior experience in a classroom setting or working with children is desirable.
- Self-starter and able to take initiative.
- 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.

Education

- Bachelor's Degree

Position Title: Inclusion Assistant

Classification: Full Time, Non-Exempt

Reports to: Director/Assistant Director

Job Overview

The job of Inclusion Assistant is to provide support to the instructional program with specific responsibility for assisting in the supervision and instruction of individual students or small groups of students with special needs and/or severely special needs; observing and documenting student progress; implementing plans for instruction; and assisting students by providing for special health care needs all while promoting student independence.

Essential Functions

Student Supervision and Instruction

- Provides instruction, under the supervision of the teacher, to the students in a variety of individual and group activities (e.g. academic subjects, social skills, daily living skills, giving oral tests, etc.) for the purpose of reinforcing instructional objectives, implementing IEP plans, and ensuring students' success in school.
- Adapts classroom activities, assignments, and/or materials under the direction of the supervising teacher for the purpose of supporting and reinforcing classroom objectives.
- Communicates with supervising instructional staff and professional support personnel for the purpose of assisting in evaluating progress and/or implementing IEP objectives.
- Attends meetings and in-service presentations (e.g. BSET, first aid, CPR, emergency procedures, behavior management, IEPs, etc.) for the purpose of acquiring and/or conveying information relative to job functions.
- Monitors students during assigned periods within a variety of school environments (e.g. lunch, bus stops, yard, classroom, restroom, field trips, public transportation, assemblies, etc.) for the purpose of maintaining a safe and positive learning environment.
- Participates in the implementation of student behavior plans for the purpose of ensuring effective and safe student learning.
- Tracks services of Behavior Intervention Implementator (BII), on a daily basis within Welligent, given support and training from supervisor.
- Participates in the implementation of IEP goals for the purpose of meeting IEP goals and/or district benchmarks.
- Help enforce school policies and procedures, including the school-wide discipline plan, throughout the entire campus.

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, 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 (i.e., emptying trash, sweeping floors, emergency cleanup, etc.).

Qualifications and Desired Characteristics

- Proficient in English and bilingual (Spanish/English) a plus.
- Experience working in a classroom setting especially one serving moderate to severe special needs students.
- 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.

Education

- Bachelor's Degree

Position Title: IT Assistant, SQA

Classification: Full Time, Non-Exempt - Temporary

Reports to: Principal/IT Manager

Job Overview

The IT Assistant will provide support with equipment management, hardware, and wifi connectivity.

Essential Functions

The IT Assistant will work with the IT Coordinator to ensure that the school site can effectively access and utilize its equipment, software and web-based programs on a daily basis.

Hardware

- Assist IT Coordinator with receipt, inventory, configuration, distribution and storage of Equipment.
- Help to maintain inventory records for all equipment at school site and generate inventory reports upon request.
- Respond to staff equipment requests for assistance when directed.
- Educate employees on ways to trouble-shoot when responding to requests for assistance.
- Set up audio/visual equipment and presentations for daily assembly and other assemblies as needed.

Connectivity

- Troubleshoot internet connectivity issues as needed.
- Test connectivity and laptop readiness in advance of testing window to ensure bandwidth capability and functioning of equipment.

Student Supervision

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

Other Responsibilities

- Assist with other duties as needed, including light custodial work (i.e., emptying trash, sweeping floors, emergency cleanup, etc.).

Qualifications and Desired Characteristics

- 2 years 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.

Education

- High school diploma or equivalent required.
- AA degree or some college desirable.
- Certificates for operating systems, hardware and software, desirable.

Position Title: Instructional Coordinator for Science, 6-12

Classification: Full Time, Exempt

Compensation: Commensurate with Experience

Reports to: CAO

Synergy Academies is a nonprofit charter school management organization with a mission to eliminate the achievement gap. Synergy’s elementary, middle, and high schools are STEM-focused and serve 1,350 K-12 students in South Los Angeles. Synergy believes in holistic education, collective accountability, and sharing best practices through professional collaboration. At Synergy, we give each individual the opportunity to learn and grow, we work as a team to support each other, we are transparent and honest, we have a strong work ethic, take initiative, are good stewards of our resources, and we focus on continual improvement.

Job Overview

This position will assist in supporting science instruction for grades 6-12.

Essential Functions

- Create the Synergy Academies Science Framework to provide an evidence-based foundation for standards by drawing on current scientific research—including research on the ways students learn science effectively—and identifies the science all K–12 students should know. Main resources used for this framework will be “How people Learn II”, National Academies of Sciences, Engineering, Medicine, National Academy of Sciences (2018), “Ambitious Science Teaching”, Windschitl. Thompson & Braaten (2018) and “A Framework for K-12 Science Education”, National Research Council (2012).
- Provide weekly feedback on teacher submitted Science lesson plans for grades 6-12.
- Conduct observations of all Science instruction, specifically Biology, Chemistry, Physics, and Physiology, in grades 9-12 to gather data, provide departmental feedback, and inform Professional Development.
- Distance Learning observations should be conducted twice per month per teacher.
- On campus observations will be conducted with the Principal, who will provide feedback to the teacher. Observations should be conducted twice per month per teacher. If necessary, observations can be made virtually.
- Work with CAO and school Directors to analyze data from a variety of sources including to inform Professional Development and instruction.

- Plan and lead site based Science Department meetings based on data and observations at middle and high school; one meeting per site, per month during the school year. Meetings can be led virtually or on-site.
- Develop and implement Interim Assessments for Science for grades 6-12; implement one assessment per grade level for 2020-21.

Experience and Knowledge Required

- Bachelor's degree.
- A valid California Single Subject Teaching Credential in Science preferred.
- 4+ years of exemplary teaching experience in grades 6-12.
- Proven proficiency in Science classroom instruction as evidenced by student achievement data.
- Minimum 1-year experience in a coaching role.
- Knowledge and deep understanding of the Next Generation Science Standards.
- Experience in evaluating and implementing various science instructional programs and relevant assessments.
- Ability to coach adult learners, maintain positive relationships, and work in a collaborative environment.

Desired Characteristics

- Relationship builder and problem solver who can offer differentiated support to teachers.
- Be flexible and optimistic– teaching is tough work and we are looking for team players who can handle unforeseen circumstances that may arise and adapt.
- Skilled listener who can take into account and find value in differing viewpoints.
- Open to sharing as well as receiving best practices to improve others' and one's own instruction.

Position Title: Instructional Coordinator for Literacy, 6-12

Classification: Full Time, Exempt

Compensation: Commensurate with Experience

Reports to: CAO

Synergy Academies is a nonprofit charter school management organization with a mission to eliminate the achievement gap. Synergy's elementary, middle, and high schools are STEM-focused and serve 1,350 K-12 students in South Los Angeles. Synergy believes in holistic education, collective accountability, and sharing best practices through professional collaboration. At Synergy, we give each individual the opportunity to learn and grow, we work as a team to support each other, we are transparent and honest, we have a strong work ethic, take initiative, are good stewards of our resources, and we focus on continual improvement.

Job Overview

This position will assist in the creation of a Framework for Literacy Instruction across disciplines at Synergy Academies and will work with the instructional leadership team to implement all components of the framework.

Essential Functions

- With teachers, school leaders, Instructional Coordinators, and CAO, assist in the creation of a Framework for Literacy Instruction across disciplines at Synergy Academies (Year 1).
- Continually evaluate literacy instruction to ensure it is aligned with CCSS and Synergy's Framework, and that it is vertically aligned.

- Conduct observations of all instruction in grades 6-12 to gather data, provide departmental feedback, and inform Professional Development and PLC meeting discussions (with a focus on ELA and History).
- Work with CAO, School Principals, and PLC facilitators (where applicable) to analyze data from a variety of sources including CAASPP, MAP, Reading Inventory, and grade books to inform Professional Development and instruction.
- Work with PLC facilitators (where applicable) or school site to organize and lead peer observations of literacy instruction.
- Plan and lead Professional Development based on data and observations at middle and high school sites throughout the year.
- When requested by administration or teachers, provide teachers with coaching to include observations and feedback, planning, and modeling lessons, as determined by the request.
- Work with teachers to implement Interim Block Assessments appropriate to their grade levels and units of study.
- Act as the BTSA Support Provider for teachers needing to clear their single subject English credential.

Experience and Knowledge Required

- Bachelor's degree.
- A valid California Single Subject Teaching Credential in English preferred, but will consider other single subject credentials.
- 4+ years of exemplary teaching experience in grades 6-12.
- Proven proficiency in English/Language Arts classroom instruction as evidenced by student achievement data.
- Minimum 1 year experience in a coaching role.
- Knowledge and deep understanding of the California Common Core Standards for English Language Arts and Literacy.
- Experience in evaluating and implementing various literacy instructional programs and relevant assessments.
- Ability to coach adult learners, maintain positive relationships, and work in a collaborative environment.

Desired Characteristics

- Relationship builder and problem solver who can offer differentiated support to teachers.
- Be flexible and optimistic– teaching is tough work and we are looking for team players who can handle unforeseen circumstances that may arise and adapt.
- Skilled listener who can take into account and find value in differing viewpoints.
- Open to sharing as well as receiving best practices to improve others' and one's own instruction.

Position Title: Chief Executive Officer

Classification: Full Time, Exempt

Location: Synergy Academies

Reports to: Board of Directors

Responsibilities

Vision Setting and Strategic Planning

- Champion the vision of the organization and lead the organization to fulfill its mission;

- Engage and invest all stakeholders including the board, staff, parents, students, alumni, community, and other supporters, in supporting the execution of the strategic plan and the realization of the vision;
- Set organizational priorities and determine how the organization’s overall performance will be assessed; and
- Ensure accountability across the organization by setting clear academic, operational, and financial goals and managing towards them; adapting as necessary given changes in internal and external environments.
- Team Management and Culture Building
- Provide the leadership and management necessary to ensure the headquarters team is able to support schools as they strive to deliver transformational educational outcomes for students;
- Preserve and promote the Synergy mission while also codifying and communicating the core values, philosophy, and norms so that the “Synergy Way” is clear and consistently practiced throughout the organization;
- Build and support a strong, cohesive culture across the headquarters team and school teams that leads to an embedded and aligned organizational identity; and
- Oversee all aspects of human resource management, including, but not limited to, the hiring/firing, discipline, and evaluation of staff; the creation, negotiation, and execution of employment agreements, including job descriptions and staff compensation; and the determination of staff benefits.

Organizational Sustainability

- Oversee an organization wide budget of \$18M+;
- Ensure that Synergy has a viable long-term financial plan, particularly as costs are slated to increase in the next five years, by creating organizational systems that ensure cost efficiency;
- Oversee the organization’s fundraising/development, grant writing, branding, marketing, public relations, and communications efforts in collaboration with the director of special projects;
- Oversee facilities management/projects; and
- Ensure that the organization and the schools follow all legal requirements implemented by the authorizing authority, the state of California, and any other applicable laws. This includes charter renewal, WASC accreditation, required tracking of state and federal dollars, etc.

External Engagement

- Serve as the public face and chief spokesperson of Synergy Academies;
- Build a strong relationship with LAUSD and represent Synergy in district and authorizer communications;
- Continue to develop a strong, engaged, and active board in close partnership with the board chair. Work closely with the board of directors and its committees, along with the chair and vice chair, to provide information to them in a transparent and timely manner;
- Oversee the organization’s sharing practices with other educators both domestically and internationally, including visiting other schools and hosting other schools to facilitate organization learning; and
- Build coalitions, relationships, and partnerships with key stakeholders in support of the organization’s mission and goals. This group of stakeholders includes the local school district, parents, students, alumni, donors, community members, and leaders of business, community, and political organizations.

Desired Qualities and Qualifications

- The ideal candidate will believe deeply in the mission of Synergy Academies and will be driven by the belief that closing the achievement gap is possible. S/he will also have experience leading a high performing school or system of schools and/or a successful nonprofit supporting schools or school reform efforts. Additionally, the ideal candidate may have experience as a senior leader in

a public school district or a CMO that has made significant academic gains for ethnically diverse low-income students. The Synergy Academies board is specifically seeking someone with:

- A minimum of ten years work experience including a track record of success leading an organization or a team to meet aggressive goals;
- Superior relationship management skills, the ability to interact with a variety of stakeholders, and the executive presence to inspire confidence and passion in both *internal* and *external* audiences;
- Experience working with urban schools and engaging residents of urban communities;
- A track record of leading, motivating, and developing high performance teams and/or the desire and ability to manage others and help them meet their potential; and
- A Bachelor's degree from an accredited, four-year university; advanced degree preferred (e.g. EdD, PhD, MBA, JD, MPA, MA, MS, MEd).
- In addition, the ideal candidate will also possess the following qualifications:
 - Philosophical Alignment: Belief in the mission of Synergy Academies;
 - Commitment to Urban Education: Belief that it's possible to close the achievement gap;
 - Cultural Competence: A humble, self-aware leader who understands how race, class, ethnicity, sexual orientation, and income impact our society and has a demonstrated commitment to ensuring all students are able to reach their goals; and
 - Drive: The willingness to do whatever it takes, regardless of circumstances, to fulfill responsibilities and to achieve results.

Position Title: Chief Achievement Officer

Classification: Full Time, Exempt

Location: Synergy Academies

Reports to: CEO

Job Overview

The Chief Achievement Officer is a key member of the executive team who oversees the instructional program, and supports, develops and manages the School Principals, Director of Special Education and Student Services, and Instructional Coordinators to ensure strong academic results and social-emotional development for all students. The CAO leads the organization in planning, implementation, and evaluation of instructional programs for all students, and provides direction and inspiration for our continual improvement in academic content standards and assessment, teaching and learning, and professional development. This position reports directly to the CEO and serves on the organization's Senior Leadership Team.

Essential Functions

Instructional Leadership

- Create a bold, strategic vision for the academic model which incorporates evidence-based best practices, aligns curriculum, instruction, and assessments, and meets states, federal, and college/career requirements, in addition to meeting the needs of all students.
- Ensure that the academic model includes high expectations and an effective tiered system of supports to meet the needs of all students, including special populations (e.g., Special Education, English Learners, and other groups)
- Provide leadership and support in adopting research-proven pedagogy and standards-based instructional practices.
- Monitor and evaluate the effectiveness of instructional programs
- Implement the organization's academic priorities and goals in collaboration with the instructional leadership team
- Oversee hiring of highly qualified staff who excel at meeting the academic and social-emotional needs of students

Assessment and Data Strategy

- Review data with instructional leaders to identify strengths, growth areas and corresponding instructional action plans based on formal and informal assessments.
- Ensure student data is analyzed regularly and is used to inform lesson planning
- Lead the process for administering assessments and disseminating assessment results to staff and families.
- Professional Learning and Development of Instructional Staff
- Continually aligns and refines academic model, professional development, and coaching systems to drive improvement and achieve desired student outcomes
- Create data-driven culture across Synergy's schools
- Ensure team efforts are effectively building the capacity of teachers and leaders across the system to meet the needs of all students and create conditions for students to thrive

Management of Coaching of Principals

- Direct and coaching school leaders on school management, including planning, staffing, program, culture, curriculum, instruction, and assessment.
- Lead the schools in continuous improvement of programs and systems, including the development of school plans and key performance indicators, and setting high expectations and standards for quality teaching and learning that aligns with mission and organizational culture.
- Acts as a sounding board and advisor to principals to support and coach them in moments of challenge, provides thought-partnership, moral support, and drive toward student achievement.
- Defines and monitors key metrics to determine success of school network and foster data-driven continuous improvement.
- Fosters a collaborative and results-driven culture across the network of schools.
- Ensure high quality, consistent implementation of the curriculum, strong instructional practices, and routines.
- Observe and provide regular, actionable feedback to instructional leaders.

Senior Leadership

- Collaborate with the CEO and COO to establish and accomplish organizational goals, objectives and strategic plans, state and federal reports, and develop budgets.
- Develop external partnerships with educational organizations, district and non-profit partners.
- Create and review educational presentations and reports to share with the Board and as part of charters, compliance reports, and grant applications.
- Work with key stakeholders in the development and revisions of educational policies for recommendation to the Board.

Education and Experience

- Advanced degree in education (i.e., a Master of Education or Doctor of Education degree) and/or an administrative credential.
- At least three years experience in K-12 school administration.
- At least three years teaching experience in more than one grade level.
- Possess a valid clear California teaching credential with authorization to work with English Learners of equivalent teaching credentials from another state.

Qualifications and Desired Characteristics

- Strong teaching background with a track record of assisting educationally disadvantaged students in obtaining high levels of academic achievement.
- Experience in curriculum development and evaluation.
- Experience with coordinating testing programs and program evaluation.
- Comfortable with creating and delivering presentations both small and large audiences.

- Experience with multiple aspects of organizational management, including, but not limited to managing employees and volunteers, financial resources, and material resources.
- Experience leading, planning, and managing in a charter school setting.
- Possesses excellent management, communication, public relations, customer service, and interpersonal skills.
- Has a strong work ethic and commits to doing whatever it takes for students to excel.

Position Title: Chief Operating Officer

Classification: Full Time, Exempt

Location: Synergy Academies

Reports to: CEO

Job Overview

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 corporation'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.

Essential Functions

Financial Management

- Lead the annual budget process for the organization including monitoring of budget vs. actuals and cash flow.
- Coordinate with back-office providing on accounting and financial reporting.
- Oversee the accounts payable process and monthly payroll process with operations staff.
- Coordinate the annual audit process and serve as main liaison for external auditors.
- Regularly review and revise finance and accounting policies as necessary to ensure proper internal controls and sound fiscal practices.

Human Resources

- Oversee all points of the employee lifecycle including recruiting, on-boarding/orientation, feedback and evaluation, in accordance with Synergy's policies.
- Ensure employee compliance with required credentials and training.
- Supervise HR and Operations Manager and work to ensure that HR team is a reliable and trustworthy resource for employees seeking support and solutions.
- Oversee selection of benefits brokers and specific benefits offered to employees (ex. health benefits, retirement benefits, etc.)
- Establish, refine and maintain employment policies and practices that comply with federal and state regulations.
- Work with leadership to establish recruitment incentives and retention programs.
- Transportation & Food Services
- Ensure school-based staffing, systems, and vendors are in place for transportation and food programs with timely, reliable, safe, on-budget, and fully compliant delivery of services.

Legal and Risk Management

- Lead management of legal affairs, contracts review, securing insurance, and implementing risk management strategies.

Operations

- Oversee the work of the Data and Communications Manager to ensure effective management of student information systems, student application and enrollment processes and compliance reporting.
- Plan, develop and implement technology plans, policies, procedures and budget in conjunction with school leaders and IT staff.
- Manage facilities-related programs including Prop. 39
- Serve as Corporate Secretary of Synergy Academies and provide support to the Board of Directors.

Qualifications and Desired Characteristics

- Bachelor's Degree or equivalent experience required (Master's Degree in related field preferred);
- At least ten years of progressively increasing operational management experience that includes finance and human resources functions.
- Experience leading, planning, and managing in a charter school setting.
- Possesses excellent management, communication, public relations, customer service, and interpersonal skills.
- Has a strong work ethic and commits to doing whatever it takes for students to excel.

Position Title: Director of Special Education and Student Services

Classification: Full Time, Exempt

Location: Synergy Academies

Reports to: CAO

Job Overview

Under the administrative direction of the CAO, the Director of Special Education and Student Services provides direction in planning, program implementation, compliance, supervision, and evaluation of special education and student services for all Synergy Academies schools.

Essential Functions

- 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 Plan 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 Director of Operations
- Develop, implement, and evaluate special education-related staff development programs for special education and general education staff
- Plan, coordinate, and monitor compliance relative to child welfare and attendance programs as well as help monitor student attendance data with operations staff, including assisting school sites with their truant students and their families
- Develop procedures and monitor implementation of student discipline, suspensions, and expulsions at all Synergy schools

- Monitor, evaluate, and provide support regarding Synergy's schools' Resource Specialist Teachers' ability to:
 - Manage student caseloads, including helping to ensure that all service providers are providing services according to students' Individualized Education Programs (IEPs) and documenting services in Welligent (or other required special education computer-based program) on a weekly basis (at minimum)
 - Provide appropriate services, accommodations, and modifications as needed to assigned student caseload
- Coordinate the preparation and submission of all reports to LAUSD with School Director within the given deadlines
- Coordinate and lead IEP meetings and Section 504 plan meetings
- Write IEPs and Section 504 plans
- Adhere to special education laws, regulations, policies, and procedures, including meeting paperwork, communication, and timeline requirements
- Lead and/or assist with both Student Success Team (SST) meetings, IEP meetings, and Section 504 meetings as needed, including helping to write IEPs and/or Section 504 plans
- Work with School Counselors and School Directors to help oversee school site counseling programs for both special education and general education students, including ensuring compliance with appropriate documentation and service tracking
- Ensure that each school site follows all procedures with regards to student referrals and IEP meetings to ensure compliance with state and federal special education laws and the Modified Consent Decree (including coordination of IEP meetings and special education assessments)
- Maintain a professional manner when working with students, staff, parents/family members via both written and oral communication
- Assist school sites with maintaining high standards of student conduct, including:
 - Helping to implement Synergy's school wide discipline plans
 - Overseeing Synergy's student expulsion process, including serving as Synergy's main administrator during expulsion hearings and coordinating expulsion hearing details with school sites, the administrative panel members, and Synergy's Board of Directors
 - Ensuring that Synergy's school sites adhere to all suspension and expulsion policies and procedures, as well as compliance with required paperwork and timelines
 - Help school sites establish a culture of high expectations that include college preparation for all students
 - Assist each school site to effectively manage student behavior and organize classroom systems to ensure all students are safe and fully engaged in learning
- Perform other related duties as required and assigned

Qualifications and Desired Characteristics

- 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 California State 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.

Education and Experience

- 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 Language Learners

Position Title: Director of STEM Education

Classification: Full Time, Exempt

Reports to: Chief Executive Officer

Job Overview

The Director of STEM Education is responsible for developing, planning, organizing, managing, supporting, and implementing the STEM programs within the Synergy schools and providing leadership for Synergy-wide initiatives for the Science, Technology, Engineering, and Mathematics programs.

Essential Duties

- 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, and SeaPerch, etc.
- Collaborates with colleges and universities as well as state, local, and national organizations to promote STEM education at Synergy Academies
- Coordinates High School STEM internships.
- Works with the CEO and Director of Special Projects to establish partnerships with businesses and organizations, and to cultivate existing ones to ensure that resources are secured.
- Ensures that the broader community develops an increased awareness of the need for STEM programs through Family Science Nights, Family Math Nights, etc.
- Makes decisions based on information gathered from various sources, including teachers, students, administrators, parents, and research.
- Other Responsibilities
- Recognizes areas of concern relating to STEM education issues and propose or recommend appropriate solutions.
- Coordinates revision process relating to the STEM curriculum, ensuring teacher input.
- Demonstrates knowledge and support of Synergy's mission, vision, values, policies, procedures, and charter petitions.
- Attends meetings, conferences, workshops, and events in the evenings and on weekends, as needed.
- Assists the CEO and Director of Special Projects with seeking and securing resources for STEM programs, such as grants.
- Assists with student and staff recruitment activities, as needed.
- Provides Synergy's board with written updates on STEM activities.
- Assists with other duties as needed.

Qualifications and Desired Characteristics

- 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.

Education and Experience

- Possess a Master’s Degree and/or Doctorate in Science, Technology, Engineering, and/or Mathematics Education.
- 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.

Position Title: Assistant Director, Instruction and Student Services

Location: Synergy Academies HQ

Classification: Full Time-Temporary, Exempt

Reports to: CAO

Job Overview

Under the administrative direction of the CAO, the Assistant Director, Instruction and Student Services will support the development of new teachers as well as the attendance and welfare of students across Synergy’s three schools.

Essential Functions

Instruction

- Support the CAO and Principals’ vision and goals and take an active role in investing and mobilizing teachers to achieve the collective goals of each school.
- Assist with the implementation of virtual or in-person instructional programs (standards, curriculum and assessments), including summer school.
- Work directly and indirectly with teachers and personnel to ensure appropriate implementation of interventions and support programs.
- Provide instructional feedback to teachers following virtual or in-classroom observations.
- Facilitate grade-level or content area meetings as needed.
- Provide demonstration lessons for effective classroom instruction and access to content.
- Stay informed of exemplary instructional strategies and current research specific to effective teaching and learning.

- Work as part of an academic team with the CAO, Instructional Coordinators, TOSAs and other administrators to support organization goals and initiatives, including: cohesive implementation of the Common Core State Standards and content area standards; acceleration of language and academic achievement of English Learners and students with special needs; professional collaboration; and parental/community involvement.

Professional Development

- Work with teachers to create positive classroom environments.
- Participate in professional learning opportunities in support of organization-wide mission, vision and goals (i.e., Summer Institute).
- Coach and provide support to the Deans of School Culture.
- Assist with the training of classified, classroom-based personnel.
- Assist administration with the coordination, administration, and scheduling of annual standardized tests and assessments, including, but not limited to SBAC and ELPAC.
- Assist in the supervision of students at school activities and events.
- Assist the Principal with the general operations of the school as needed.
- Perform other duties as assigned.

Student Services

- Serve as one of the administrative designees during IEP meetings when necessary.
- Manage a caseload of students and conduct home visits in coordination with school site personnel and/or the Family and Community Outreach Manager.
- Manage a caseload of students at the high school to provide academic motivation on the path towards graduation and successful transition to college.

Desired Qualifications and Experience

- 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).
- 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.
- 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.
- Able to lift heavy objects up to 30 lbs.

Position Title: HR and Operations Manager

Classification: Full Time, Exempt

Reports to: Chief Operating Officer

Job Overview

The HR and Operations Manager ensures the organization's employees are onboarded, trained and supported throughout their employment with Synergy, and manages the school business functions in the Headquarters Office.

Essential Functions

Human Resources

- Recruit new employees through university and charter-sponsored recruitment fairs.
- Process new employees, including creation of files, collection of necessary documents, and setup on Synergy systems.
- Run Synergy's payroll process and management of documents in Paycom system.
- Manage employee leaves and absence and compliance documents related to protected leave.
- Conduct HR office hours and check-in interviews with staff to ensure that employees have an opportunity to ask questions and to serve as an employee advocate.
- Prepare and distribute documents for employee renewal process.
- Lead health benefits open enrollment process.
- Maintain strong communication with School Principals and keep them up to date on HR issues.
- Prepare exit documents and conduct exit interviews for employees leaving Synergy.

Operations

- Manage the Accounts Payable process to ensure correct coding of documents, timely payment of invoices and reimbursements.
- Oversee filing systems and ensure timely and correct filing of documents.
- Identify documents to move to off-site storage annually and coordinate the process.
- Review documents and systems and advise on ways to make procedures and processes more user-friendly and efficient.
- Train and advise school office employees on HR and Operations responsibilities and tasks.

Compliance

- Monitor TB clearance dates and credential expirations to ensure timely renewals.
- Prepare and distribute PARs documents for employees paid from restricted funds.
- Prepare HR and payroll reports to staff and back office when needed for analyzing credentials, experience or hours worked.
- Collect and maintain required vendor documents including TB/livescan verifications, certificates of insurance, etc.

Other Responsibilities

- Provide translation and/or administrative support as needed to HQ leaders and school sites.
- Ensure that the organization is in compliance with all applicable laws.
- Perform other related duties as assigned or requested.

Qualifications and Desired Characteristics

- At least 2-3 years of related experience in human resources and operations in a charter school setting.
- Strong interpersonal, oral and writing skills to be able to communicate effectively with a variety of stakeholders.
- At least 1 year of experience with payroll processing.
- Proficient in the use of computers, Microsoft Word and Excel, multimedia presentations, e-mail, the Internet, and digital media.
- In-depth understanding of and commitment to the school's mission and vision.
- Able to lift heavy objects up to 30 lbs.

Position Title: Data and Communications Manager

Classification: Full Time, Exempt

Reports to: Chief Operating Officer

Job Overview

Coordinate and disseminate data to a variety of stakeholders.

Essential Functions***Testing***

- Manage testing calendar for school sites ensuring proper administration in accordance with deadlines.
- Serve as main resource for school site test administrators for accessing reports and other data sets.
- Data Management
- Facilitate the implementation of Synergy's student information system, Infinite Campus, 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 (ie: LAUSD Classification, LAUSD Statistical and P 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 Mealttime, 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.

Desired Characteristics

- 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.

Education and Experience

- Bachelor's degree
- 3+ years experience in data management and student information systems
- Charter school experience, preferred.

Job Title: Family and Community Outreach Manager

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: CAO

Responsibilities:

Student and Family Relations: This is the main responsibility of the Parent and Student Outreach Manager:

- Assist and accompany School site staff with home visits for our most at risk students one day a week per site, or as needed.
- Plan, at a minimum, four Parent Empowerment Workshops for the organization.
- Plan and organize "Self Care, We Care" days, one per school site per year.
- Plan and lead two special events, one per semester, for the organization (i.e. Family College Trip, Power My Learning, Parent Symposium).
- Plan and lead an induction training in the fall for Parent Ambassadors and a follow-up leadership training in the spring.
- Stay current on community services available that may assist families with general needs or with specific circumstances (i.e. Newton Police Station, All People's, A Place Called Home).
- 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.

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 available to attend meetings in the evenings and on the weekends.
- Perform other related duties as required and assigned.

Qualifications and Desired Characteristics

- 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.

Position Title: IT Manager

Classification: Full Time, Exempt

Reports to: Chief Operating Officer

Job Overview

Manage all aspects of IT for the organization including network, procurement, asset management, end-user support, data and project management as well as technical support.

Essential Functions

Administration

- Hire, train and supervise IT staff assigned to sites.
- Coordinate the technology budgets for each site and at the organizational level as part of the annual budget process.
- Support the E-rate funding process for the organization through the management of proposal and award process and final management of vendors selected.
- Communicate and help make IT decisions with school leaders.

Network

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

Technical Support

- Evaluate the need for technical support at various sites and manage tech staff and vendors providing service;
- Provide secondary support in this area as needed.

Hardware and Software Acquisition and Management

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

- 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.

Education and Experience

- Minimum of 3-6 years in the IT industry– preferably with experience in an educational institution.
- High school diploma or equivalent required.
- AA degree or some college desirable.
- Certificates for operating systems, hardware and software, desirable.

Position Title: HQ Office Assistant, Bilingual Spanish

Classification: Full Time, Non-Exempt

Reports to: HR and Operations Manager

Job Overview

Provide administrative support to Synergy headquarters by assisting with payroll, accounts payable functions, mail and other administrative tasks. The ideal candidate is someone who has a strong attention to detail, is able to effectively multi-task, is confident working independently as well as collaborating when necessary, and is able to maintain privacy and confidentiality.

Essential Functions

Payroll

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

Human Resources

- Organize and file confidential personnel records.
- Generate & publish the quarterly employee newsletter.
- Assist staff with the preparation and dissemination of offers, agreements and other communication with employees.
- Participate in onboarding and training of all new employees.

Accounts Payable

- Code and distribute credit card statement information to all cardholders.
- Sort all incoming mail and identify invoices.
- Code all invoices with appropriate accounting codes and prepare weekly invoice batch for processing.
- Contact vendors when necessary to follow up on invoices, update account information;
- File paid invoices and other financial records.
- Interface with back-office provider to ensure timely transmission of documents and payments on behalf of Synergy.

Deposits

- Count and prepare all incoming cash deposits from all school sites on a weekly basis.
- Record all deposits into a Master log, prepare final documentation and schedule courier pickup.
- Process and deposit school revenue checks as needed.

Mail

- Retrieve mail from Synergy post office boxes three times each week.
- Retrieve headquarters mail from Synergy school sites and post office.

Development

- Assist the CEO with the preparation of donor newsletters, annual reports, annual fund drive and special events including school tours.
- Assist with the maintenance of data through constant contact & donor database.
- Document and process all incoming check donations and record correct donation code.
- Assist the CEO with the ordering and purchasing of Synergy gear and maintain an updated inventory.

Data and Records Management

- Enter data in excel, payroll system, donor management software, or other programs utilized by the organization.
- Work with sites on storage and management of student and other school records.

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.
- 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.
- Translate documents from English to Spanish and translate at meetings when necessary.
- Assist leadership team with various tasks as needed.

Desired Qualifications and Experience

- Oral and written proficiency in English and Spanish.
- Strong working knowledge of Microsoft Word and Excel.
- Prior experience with Paycom or other payroll program a plus.
- 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.
- Ability to keep personnel information confidential and private.
- Positive, professional demeanor.
- Must have a valid California driver's license and provide proof of insurance.

- Must have reliable transportation. Position requires driving to school sites as well as the other locations.

Education

High school diploma or equivalent required. Some college is desirable but bachelor's degree is preferred.

Position Title: Data Assistant

Classification: Part Time, Non-Exempt

Reports to: Data and Communications Manager

Job Overview

Maintain student information system records and other data systems for the organization.

Essential Functions

Data Management

- Participate in the new student enrollment process and create new student records in Synergy's student information system, Infinite Campus.
- Input grades and transcripts for new students.
- Update the student information system with student re-enrollment information following school site intake process.
- Assist the school lunch program with the collection and qualifying of lunch applications and entry of eligibility into Mealtime.
- Update student lunch eligibility into Illuminate.
- Prepare data reports for school leaders as needed.
- Upload student data such as picture identification and test scores from ELPAC, ACT, Smarter Balanced, etc.
- Complete data entry for district and government reports.
- Ensure student data accuracy by following standardized process around data entry and reporting of student information.
- Organize and update student cumulative files with current data as needed.

Communications

- Assist with posting updates to the organization's website and social media pages 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.

Desired Characteristics

- 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.).
- Must be able to move/lift up to 30 lbs.
- Fluent in Spanish preferred.
- Willing to take initiative and be a team player.

Education and Experience

- Bachelor's degree desirable.

- 3+ years experience in data management and student information systems.
- Charter school experience, preferred.

Position Title: Special Education Clerk

Classification: Part Time

Reports to: Director of Special Education and Student Services

Location: All Sites

Job Overview

Provide support to the organization's Special Education staff by performing various administrative and student support tasks including but not limited to scheduling meetings, sending out necessary correspondence, supervising students during delivery of services and assisting with records and files to ensure compliance.

Essential Functions

- Maintain confidential files.
- Respond to inquiries from teachers, parents, students and other staff regarding items related to IEPs.
- Enter IEP information in Welligent and run Welligent reports, when requested.
- Help to maintain an ongoing schedule of speech delivery (including make-ups) and support service delivery of online Speech services.
- Provide instruction to small groups or works one-on-one with students on IEP goals.
- Assist students in understanding and clarifying instructional assignments under teachers' direction.
- Provide support as an inclusion assistant, as needed.
- Communicate professionally with parents and provide translation when needed.
- Monitors timeline for mandated assessment and Individual Education Plan (IEP) team meetings.
- Assist special education department with maintaining and organizing files.
- Perform other related duties as required and assigned.
- 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.

Qualifications and Desired Characteristics

- Proficient in English and bilingual (Spanish/English) a plus.
- Customer service experience.
- Experience with Microsoft Office and Excel.
- Experience with Welligent.
- Able to lift heavy objects up to 30 lbs.
- Positive attitude and friendly demeanor.
- Willing to take initiative and be a team player.

Education

- High school diploma or equivalent required.
- AA degree or some college desirable.

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.

(iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.”
(Ed. Code § 47605(c)(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 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School’s procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200

- Provisions of any schoolwide dress code that prohibits students from wearing “gang-related apparel” if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

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

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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, special education status, or designation as an English Learner or Redesignated Fluent English Proficient. As such, Synergy Quantum Academy strives to maintain a racial and ethnic balance among its students that is reflective of the general population residing within the Los Angeles Unified School District’s territorial jurisdiction, as well as a balance of students who qualify for special education services and are designated as English Learners, including students redesignated as Fluent English Proficient, that is reflective of LAUSD high school population percentages.

Synergy Quantum Academy’s plan to achieve and maintain the LAUSD Racial and Ethnic Balance goal includes the following recruitment efforts, outreach, and activities:

- Synergy will maintain student demographic data to ensure accurate accounting of the racial and ethnic balance of students enrolled in the Charter School.
- At least annually, Synergy’s school and executive leadership will review student demographic data for race and ethnicity and determine if there are discrepancies between Synergy Quantum Academy’s enrollment and both the general population residing within the boundaries of LAUSD and within local resident schools.

- Synergy will conduct outreach efforts targeted toward student populations that may be underrepresented.
 - Outreach efforts (i.e., distribution of physical flyers, brochures, and recruitment materials) will be targeted at a diverse set of students in the South Los Angeles geographical area where Synergy Quantum Academy is located, with the goal that Synergy's enrollment will be reflective of the surrounding community and District schools nearby.
 - Synergy will post banners and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in the language spoken by most families in the surrounding neighborhood.
 - Outreach and recruitment activities, which may include open houses and high school fairs, generally take place between September and December each year. Locations of outreach activities may include the Charter School campus and middle schools in the surrounding communities hosting high school fairs.
- Synergy will use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, social media, and sending out press releases to the local media.
- Following the open enrollment period and random public drawing, the Charter School will review enrollment data to determine the efficacy of outreach efforts and make appropriate modifications to outreach plans.

Synergy Quantum Academy's plan for achieving and maintaining Special Education enrollment consistent with the LAUSD's Special Education population percentages includes the following recruitment efforts, outreach, and activities:

- Synergy will maintain student program and enrollment information to ensure accurate accounting of students with disabilities.
- At least annually, Synergy's school and executive leadership will review student enrollment percentages for Special Education and determine if there are discrepancies between Synergy Quantum Academy's enrollment and LAUSD's percentage of Special Education.
- Synergy will conduct outreach efforts targeted toward student populations that may be underrepresented. Outreach materials (i.e., flyers, brochures, and other recruitment materials) will include information regarding special education services.
- Following the open enrollment period and random public drawing, the Charter School will review enrollment data to determine the efficacy of outreach efforts and make appropriate modifications to outreach plans.
- Currently, Synergy Quantum Academy's enrollment includes 14% Special Education, higher than the LAUSD enrollment of 12.1% for 2019-20.

Synergy Quantum Academy's plan for achieving and maintaining English learner enrollment consistent with the LAUSD's English learner population percentages, including redesignated fluent English proficient pupils.

- Synergy will maintain student program and enrollment information to ensure accurate accounting of English Learners, including Redesignated Fluent English Proficient students.
- At least annually, Synergy's school and executive leadership will review student enrollment percentages for English Learners, including Redesignated Fluent English Proficient students, and determine if there are discrepancies between Synergy Quantum Academy's enrollment and LAUSD's percentage of ELs.
- Synergy will conduct outreach efforts targeted toward student populations that may be underrepresented.

- Outreach materials (i.e., flyers, brochures, and other recruitment materials) will include information regarding supports for English Learners.
- Outreach materials (i.e., flyers, brochures, and other recruitment materials, including pre-lottery applications) will be provided in both English and Spanish, the languages spoken by families in the community.
- Following the open enrollment period and random public drawing, the Charter School will review enrollment data to determine the efficacy of outreach efforts and make appropriate modifications to outreach plans.

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

Synergy Quantum Academy may employ additional outreach and recruitment efforts during the current COVID-19 pandemic, including a greater presence online and offering parent workshops via videoconferencing platforms to families in the surrounding community.

ELEMENT 8: ADMISSION POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures documenting that students who reside within the designated attendance boundary have been offered enrollment in accordance with the terms of the 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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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, except, in accordance with the Attendance Boundary State Waiver for Public School Choice, where 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.

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
6. Release of records⁶

Student Recruitment

Synergy Quantum Academy aims to serve students within and around the 90011 zip-code. Outreach efforts will begin around September of each year and may include informational mailings to households within the neighborhood, flyers distributed throughout the community, open houses and information sessions, and attending community events and high school recruitment events at local middle schools. During the COVID-19 pandemic, outreach may include an increased presence on social media to share information about the school and enrollment process, as well as parents and family events held virtually using videoconferencing software. Materials are provided in both English and Spanish, and distributed widely within the community.

Admission Preferences and Public Random Drawing Procedures

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

1. Students matriculating from Synergy Kinetic Academy who live in the PSC boundaries
2. Siblings of students admitted or attending SQA who live in the PSC attendance boundaries
3. SQA Employees' children who live in the PSC attendance boundaries (total # of employees' children not to exceed 10% of total enrollment of the Charter School)
4. Other students who live in the PSC attendance boundaries
5. Students matriculating from Synergy Kinetic Academy who do not live in the PSC boundaries
6. Siblings of students admitted or attending SQA who do not live in the PSC attendance boundaries but reside in LAUSD
7. SQA Employees' children who do not live in the PSC attendance boundaries but reside in LAUSD (total # of employees' children not to exceed 10% of total enrollment of Charter School)
8. Other students who reside outside of the PSC attendance boundaries but reside within LAUSD boundaries
9. Siblings of students admitted or attending SQA who reside outside the LAUSD boundaries

⁶ The Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

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

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

During the COVID-19 pandemic, the Charter School will conduct a public lottery in accordance with all public health guidelines and protocols. If in-person participation is restricted due to public health orders, the Charter School will communicate to families of students who submitted an application how they may observe the public lottery via teleconferencing or videoconferencing. Applicants and their families do not need to be present, either in person or remotely, to be eligible for the lottery.

Synergy will inform the public around October of each year that it is accepting applications for admission for the following school year, and of the deadline for submission of applications. The public will be notified about this via the distribution of flyers, postcards, and/or distribution of application information to individual households and/or local community locations. Applications will be available both in paper form and online. Applications will be collected and recorded in the Charter School's enrollment system. The application will include information about the last day applications can be submitted in order to be included in the public random drawing. Typically, the open enrollment period will last until mid-December.

The date and time of the public random drawing will be scheduled each year once it is determined that a public random drawing is required. Generally, the public random drawing is scheduled for January, at least three weeks following the close of the open enrollment period to allow for enough time to inform families about the public random drawing's date, time, and location. To verify that the public random drawing procedures are fairly executed, the public random drawing will be conducted using an automated online system to ensure that the process is fair and equitable for all participants.

During the public random drawing, once all available spaces are filled, a waitlist will be created for each grade level by drawing all remaining applicants' names. Students will be placed on the waitlist in the order that their names were drawn during this part of the public random drawing. Any applications received after the close of the open enrollment period will be added to the waitlist in the order received.

Every year at the same time that the Charter School's application is made available, parents who applied the previous year and whose children are still on the waiting list will need to reapply to be eligible again for the public random drawing for the next school year. Families on the waitlist will be notified that they need to reapply each year. This process will be implemented to make sure that the Charter School's waitlist each year has current family contact information, consists of families who are still interested in having their children attend a Synergy Academies school, and ensures fairness in the lottery from year to year.

Notification of admission status will be sent to all applicants via email, text, and/or mail. Enrollment packets will be sent to admitted students or they will be called to pick up enrollment packets from the Charter School, including information about scheduling an appointment to submit enrollment forms during the Spring. Students not admitted will be informed by the Charter School that they are on the waiting list. If

the enrollment forms are not returned by admitted students within the specified timeframe, the Charter School will contact parents to verify their intent to enroll their child. Enrollment for that student may be forfeited if the school receives no response from parents within 5 days, and an admission notice will be communicated to the next student on the waiting list.

If vacancies occur during the school year, the vacancies will be filled according to the waiting list. When a space becomes available and a child is to be promoted off the waiting list, families will be notified via the phone numbers provided on the application. Families must respond to the admission offer within the specified timeframe, typically within 48 hours, or admission for that student is forfeited and the next student on the waiting list will be contacted. Once students are admitted to the Charter School, their parents/guardians will be required to complete enrollment documents, sign a Parent/Guardian Agreement in the Charter School's Parent/Student Handbook that describes parents' and students' expectations, and attend an orientation on or before a child's first day at the Charter School. The CEO has the authority to interpret this policy in the event of unforeseen circumstances.

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(c)(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)(c)(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
 - k.

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(c)(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. The Audit Committee of Synergy Academies’ Board of Directors reviews the annual audit in draft form as presented by the auditor, including a review of the Letter to the Board of Directors, a review of the financial statements for the year ended, accompanying notes to the financial statements, the Report on Financial Controls Over Financial Reporting and Compliance, and a Schedule of Any Findings. The Audit Committee discusses the full

presentation and makes a recommendation to the Board of Directors to approve the audit. At a regular board meeting, the Audit Committee Chair discusses the draft audit and highlights, which would include a discussion of any audit exceptions or deficiencies and recommendations on how to resolve them. The board members would have an opportunity to discuss the audit, including any findings and actions to address or resolve any deficiencies, material weaknesses, or audit exceptions, and provide direction to staff, commensurate with the circumstances to each finding. 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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(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. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

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 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, involuntary removals, 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 Student Discipline System

Synergy Academies 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 each Synergy campus. Effective student 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.

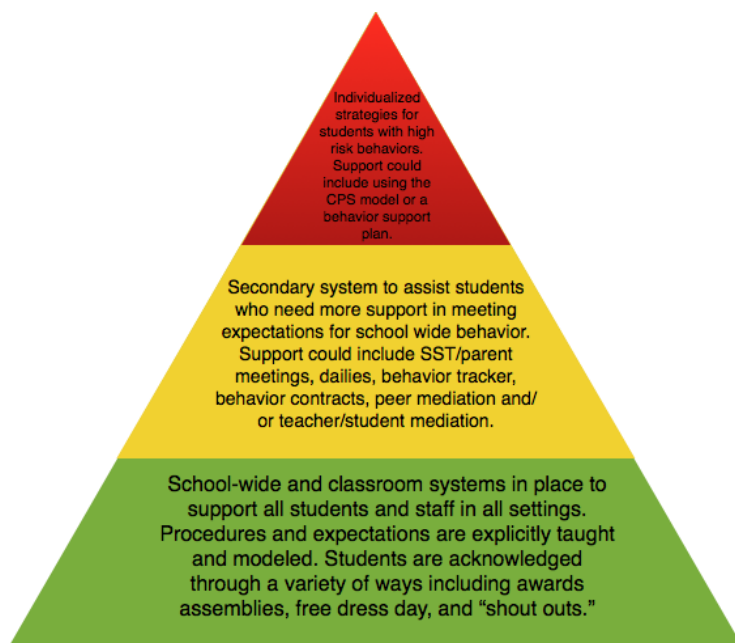
Effective discipline maximizes the amount of student and staff time spent on effective teaching and learning and minimizes the amount of student and staff attention directed toward behavior that disrupts the learning process.

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. The Charter School will regularly review school climate data, including suspension and expulsion rates, to determine the effectiveness of current practices.

Synergy Academies 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 and are consistent with the principles of LAUSD's Discipline Foundation Policy and School Discipline Policy and School Climate Bill of Rights.

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.

Synergy Academies 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 focuses on prevention. Students are introduced and taught the scholar lessons and the school wide expectations during the first three weeks of school. 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 are 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 themselves, 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, dress code violation	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, 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 counselor, referral to admin, student/teacher conference with admin, establishment of behavior tracker or daily check in, admin detention request, 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, disobeying the lawful authority of school personnel, 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 public 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, law enforcement intervention may be the legally required consequence (for illegal activity).

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

Every student has the right to be educated in a safe, respectful, and welcoming environment and every educator has the right to teach in an atmosphere free from disruptions that impede instruction and learning. 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, Synergy may assign in-school suspension for Level III behaviors, following the procedures for in-school and out-of-school suspensions outlined in Synergy's Suspension and Expulsion policy included below. In-school suspension will be served in either the school's main office or an open

classroom and will be supervised by the Dean of School Culture & Athletics or designee. During in-school suspensions, teachers will assign work to be completed in the in-school suspension setting. Students will be provided necessary supplies and materials, and teachers will be available to meet with the student during their prep period. The maximum number of days of in-school suspension will not exceed two days per incident and five days in one academic year.

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

Policy

The Suspension and Expulsion Policy and Procedures (“Policy”) have 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 describe the offenses for which students at non-charter schools may be suspended or expelled and the procedures governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions and involuntary removals. The language that follows is largely consistent with 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 involuntary removals, and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Consistent with this Policy, it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter School’s policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually 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 this 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.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures. The notice shall state that this Policy and Procedures are available on request at the office.

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 student identified as an individual with disabilities or for whom Synergy has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 (“IDEA”) or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 (“Section 504”) is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law mandates additional or different procedures. Synergy will follow all applicable federal and state laws including but not limited to the applicable provisions of the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom Synergy has a basis of knowledge of a suspected disability or who is otherwise qualified for such services or protections in according due process to such students.

Procedures

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 any time 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; or d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

1. Discretionary Suspension Offenses. Students may be suspended when it is determined the student:
 - 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, 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, which includes but is not limited to, electronic files and databases.
 - g) Stole or attempted to steal school property or private property, which includes but is not limited to electronic files and databases.
 - 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, betel, electronic cigarettes, vaping devices and related gels. This section does not prohibit the use of a student's own prescription products by a student.
 - 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, which includes but is not limited to, electronic files and databases.

- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this policy, “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 their own safety or for their immediate family’s safety, or for the protection of school property, which includes but is not limited to electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 9 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 9 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 9 to 12, inclusive.
- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

- 2) “Electronic Act” means the creation or 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For the purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraph (1) above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photography, visual recording, or other electronic act.

- (b) For the purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- iv. 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.
- u) A student 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 student 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).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 Principal or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed to attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

- 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, 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, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- 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, electronic cigarettes, vaping devices and related gels. This section does not prohibit the use of a student's own prescription products by a student.
- 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, which includes but is not limited to, electronic files and databases.
- 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) 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.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or preinitiation into a student 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 student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to electronic files and databases. For purposes of this policy, "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 their own safety or for their immediate family's safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, 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 provision shall apply to students in any of grades 9 to 12, inclusive.
- r) 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 provision shall apply to students in any of grades 9 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or 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 the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to pupils in any of grades 9 to 12, inclusive.
- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or 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 student 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 student for the purpose of bullying the student and such that another student would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the student who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For the purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraph (1) above. A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For the purposes of the policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
 - iv. 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.
- u) A student 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 student 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 (3).
- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student 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 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 student:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.
- b) Brandished a knife at another person.

- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committed or attempted to commit a sexual assault or committed a sexual battery as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 of former Section 288a of the Penal Code or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel during an expulsion hearing or by the Board of Directors in an expulsion appeal that a student has brought a firearm 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 destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- The term “knife” means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- 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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) 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 Principal or the Principal’s designee with the student and student’s parent/guardian and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the 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 student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i).

This conference shall be held within two (2) school days of when the student was suspended, unless the student or student'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 student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent comes to the school. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student as well as the date when the student may return to school following the suspension. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

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

Upon a recommendation of expulsion by the Principal or Principal's designee, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Principal and/or the classroom teacher, to complete instructional activities missed due to his or her suspension. Regardless, 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 during their suspension and be provided the opportunity to make up any missed exams.

D. Authority to Expel

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel to be assigned by the Board of Directors, as needed. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Charter School's governing board. Each entity shall be presided over by a designated neutral hearing chairperson. The Administrative Panel

may recommend expulsion of any student found to have committed an expellable offense. The recommendation for expulsion shall be based on one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others [see Section 48915 (b)].

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 Principal, designee, or Administrative Panel, the hearing shall be held within thirty (30) school days after the 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 student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA")) unless the student makes a written request for a public hearing in open session no later than three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded by the 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 student. The notice shall include:

1. The date, time, 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 and/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 Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the student.

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 their right to (a) receive five (5) calendar days' notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 the complaining witness 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 the complaining witness 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 entity 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 the complaining witness to the witness stand/area where the witness will be seated during the hearing.
7. If one or both of the support persons is also a witness, the Charter School Principal or designee 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 their discretion to remove a person from the hearing whom they 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 room 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 student being expelled, the complaining witness shall have the right to have their 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 entity 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 student and/or parent/guardian within 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 expelled student, 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 their 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 their educational program.

I. Written Notice to Expel

The 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; and (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 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 chartering authority upon request.

K. Right to Appeal

Parents/guardians (or students age 18 and over) may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The 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 Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County of their school district of residence. The Charter School shall work cooperatively with parents/guardians 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.

M. Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School's governing board or Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the student 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.

N. Reenrollment

The decision to reenroll a student after the end of the student's expulsion term or to enroll a previously expelled student from another school district or charter school who has not been reenrolled/enrolled to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Board of Directors following a meeting with the CEO or designee and the student and student's parent/guardian or representative to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment. The CEO or designee shall make a recommendation to the Board of Directors following the meeting regarding the CEO's or designee's determination. The Board shall then make a final decision regarding reenrollment or enrollment of the student during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The student's reenrollment is also contingent upon Synergy's capacity at the time the student seeks reenrollment or enrollment to Synergy.

O. Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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(c)(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 salary 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)

All 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. Synergy Quantum Academy 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 non-certificated employees are eligible to contribute to the Public Employees’ Retirement System. All non-STRS participants will participate in the federal Social Security system. Synergy Quantum Academy 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(c)(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 Quantum Academy is a school of choice. No student is required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

“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(c)(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(c)(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 section 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 Quantum Academy
300 E 53rd Street
Los Angeles, CA 90011

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) 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, and conclude within forty (40) 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 Quantum Academy
300 E 53rd Street
Los Angeles, CA 90011

- 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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; 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 Schools Closure - Requirements and Recommendations” 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 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.

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.

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 may be coterminous with the approved Charter, as permitted by law. 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
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 and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates

of insurance evidencing such coverage and 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.”

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)

ADDENDUM

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)⁷
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)⁸
- 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”). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

⁷ 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.

⁸ 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 shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 “Federal, State and District Required Language” (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard English Learners *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”). Signing the Assurance Form 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).

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 of an initial Charter petition, and if a renewing Charter School intends to operate as a “school of the district” for special education services, 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 and shall be considered a “public school of the District” for purposes of Special Education pursuant to Education Code section 47641(b).

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”).

Use of District’s Special Education Policies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(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(c)(5)(C).)

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act (“Brown Act”). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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(c)(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 require all of the following:

- (i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237***
- (ii) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, of paragraph (2) of subdivision (a) of Section 32282.***
- (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school.” (Ed. Code § 47605(c)(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 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

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

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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 any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Charter School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus,

youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 POLICIES AND PROCEDURES

“Admission policies and procedures, consistent with subdivision (e).” (Ed. Code § 47605(c)(5)(H).)

DOCUMENTATION OF PUBLIC SCHOOL CHOICE SCHOOL ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures documenting that students who reside within the designated attendance boundary have been offered enrollment in accordance with the terms of the 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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoolsite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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(c)(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)(c)(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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil’s side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil’s basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder, and shall inform the pupil, the pupil’s parent or guardian, or the pupil’s educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil’s parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, “involuntarily removed” includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).” (Ed. Code § 47605(c)(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. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

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 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, involuntary removals, 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(c)(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(c)(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(c)(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(c)(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 section 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 Quantum Academy
300 E 53rd Street
Los Angeles, CA 90011

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) 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, and conclude within forty (40) 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 Quantum Academy
300 E 53rd Street
Los Angeles, CA 90011

- 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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; 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 Schools Closure - Requirements and Recommendations” 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.

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.

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 may be co-terminous with the approved Charter, as permitted by law. 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

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 and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code