

SYNERGY ACADEMIES

QUANTUM

EST. 2011

LAUSD Public School Choice 2.0 Proposal for

Synergy Quantum Academy

on Central Region High School (CRHS) #16

2004

SYNERGY
Est. 2004
CHARTER ACADEMY

Elementary • K-5



In operation for six years
A 2010 National Blue Ribbon School
Broke 800 on API within two years

2008

EST. 2008
KINETIC
SYNERGY ACADEMIES

Middle School • 6-8



In operation for two years
A South Los Angeles middle school
Broke 800 on API within two years

2011

SYNERGY ACADEMIES
QUANTUM
EST. 2011

High School • 9-12



Planned opening in 2011
Educationally disadvantaged students
make a **QUANTUM** LEAP into college

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

LETTER OF INTENT

The Letter of Intent will provide formal notice to LAUSD regarding an applicant's intention to submit a proposal to operate a school on one of the new campuses or one of the Focus Schools mentioned above beginning in September 2011. The information presented therein is non-binding; specific details provided below may be finalized in the proposal submission.

Applicants must submit this Letter of Intent no later than **6:00 pm on Wednesday, June 30, 2010**. If you have any questions about any of the requirements listed in the Letter of Intent, please contact LAUSD at 213.241.5104. Letters of Intent must be submitted to psc@lausd.net.

[illegible]

**PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS**

ASSURANCES FORM

Please check the school model that you have selected for your proposal:

- ☐ Traditional
 ☐ Pilot
 ☐ Network Partner
 ☐ ESBMM
☒ Independent Charter
 ☐ Affiliated Charter

Name of School Central Region High School #16

Name of Applicant Group/Applicant Team Synergy Quantum Academy (Synergy Academies)

Lead Applicant Dr. Barbara Shannon

Title of Lead Applicant Director

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the following assurances:

1. Assurance that an Applicant Organization/Applicant Team is NOT a For-Profit Entity

Please check one of the following statements.

- ☐ The Applicant Organization/Applicant Team listed above is comprised of a *FOR-PROFIT* ENTITY.
☒ The Applicant Organization/Applicant Team listed above is a *NOT-FOR-PROFIT* entity.
Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.
☐ The Applicant Organization/Applicant Team listed above is *ONLY* comprised of LAUSD internal employees, departments, etc. (e.g. teacher teams, local districts).
☐ The Applicant Organization/Applicant Team listed above is comprised of LAUSD internal employees, departments, etc (e.g. teacher teams, local districts) *IN PARTNERSHIP WITH ONE OR MORE NOT-FOR-PROFIT ENTITIES. Documentation and certification of not-for-profit status (e.g. 501c3 form) must accompany this proposal.*

2. Assurance that an Applicant Organization is Solvent

(For External Organizations Only) Assurance that a Not-For-Profit Applicant will provide documentation that demonstrates its solvency.

3. Assurance of Enrollment Composition Compliance

The Applicant Group/Applicant Team agrees that the student composition at a new or underperforming school will be reflective of the student composition at the schools it is intended to relieve (in terms of demographics, including but not limited to race/ethnicity, gender, socio-economic status, English Learners, Standard English Learners, students with disabilities, foster care

PUBLIC SCHOOL CHOICE 2.0: REQUEST FOR PROPOSALS

placement), with ongoing review mechanisms in place to ensure retention and student composition at each school continues to reflect that of the overall school community.

4. Assurance to Sign Separate “Service Plan for Students with Disabilities Assurances”.

In accordance with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973, the Applicant Group/Applicant Team listed above agrees to sign the Assurance Form entitled "Public School Choice Service Plan for Students with Disabilities" included with this RFP. Signing the Service Plan for Students with Disabilities Assurance Form assures that the awarded PSC school will abide by the conditions and requirements of the Chanda Smith Modified Consent Decree that includes: using the Welligent IEP Management System, using the LAUSD Elementary or Secondary Student Information System (either ESIS, SSIS or ISIS upon implementation), operating a compliant Special Education Program using the *LAUSD Special Education Policies and Procedures Manual*, and the annual completion and submission of the “School Self Review Checklist” for programs serving students with disabilities. Signing the Service Plan for Students with Disabilities Assurance Form also assures that operators of the awarded PSC school agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements. The PSC school operators further agree to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records 3) confidentiality, and 4 due process procedures. The 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 the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.

5. Assurance that Independent Charter School Operators will sign and execute the Facilities Use Agreement

(For Independent Charter School Operators Only) If selected to operate an independent charter school on a PSC campus, independent charter school operators agree to sign and execute the Facilities Use Agreement as provided by the District.

6. Resident Enrollment and Attendance Boundary Compliance

- *(For Independent Charter School Operators Only)* In accordance with the Attendance Boundary Waiver for Public School Choice Charter School Operators, operators of independent charters schools agree to provide first choice attendance to resident students from the corresponding attendance boundary established by the District if selected to operate a Public School Choice campus. Thereafter, any remaining available seats will be filled with any student who wishes to attend the PSC campus pursuant to the requirements of Sections 47605(d)(1) and 47605(d)(2)(B) of the California Charter Schools Act. The District’s waiver from the State Board of Education codifies these requirements.

While PSC independent charter schools can initiate a lottery and/or enroll students outside the school’s attendance boundary at any time, operators of independent PSC charter schools may

PUBLIC SCHOOL CHOICE 2.0:
REQUEST FOR PROPOSALS

not refuse any resident students unless the resident enrollment exceeds the District's established maximum enrollment for the school in question. Independent charter school operators understand and accept that the attendance boundary configuration is subject to change at the discretion of Los Angeles Unified School District and that the maximum number of resident student enrollment will be defined for a period of five years and that the requisite number will equal the planning capacity for the Public School Choice campus based on 2008-09 District norms.

If a parent or guardian no longer wants their child to attend an independent PSC charter school, the charter school operator must also agree to adhere to the District's "Enrollment Process for Charter Schools Selected to Operate a Public School Choice School." The "opt-out" decision is only valid for one academic school year. Once a parent has exercised his/her right to opt-out, he/she is unable to re-enroll the child in the charter school for the remainder of the school year, unless there is capacity at the school as designated by LAUSD and term of the charter. At the completion of each academic school year, parents have the opportunity to enroll their student at their neighborhood school again.

7. Assurance that Independent Charter School Operators Will Cooperate with LAUSD in Attaining Applicable Waivers from the State Board of Education

(For Independent Charter School Operators Only) In accordance with the Charter Schools Act of 1992 and its implementing regulations, independent charter school operators approved to operate a Public School Choice campus will be required to cooperate with the District in attaining any and all applicable waivers from the State Board of Education. Additionally, independent charter school operators must agree to waive their rights under Education Code 47614 ("Proposition 39") for a period coterminous with their Board-approval to operate a Public School Choice campus.

By signing this Assurance Form, you agree that you will comply with and/or provide supporting information for the above assurances:

Name of Lead Applicant Dr. Barbara Shannon

Title of Lead Applicant Director

Signature of Lead Applicant  Date 11/29/10

Name of Board President* Jenny Peña

Signature of Board President*  Date 11/29/10



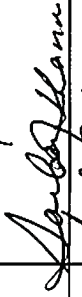



**The additional name and signature of the Board President is only applicable to organizations with*

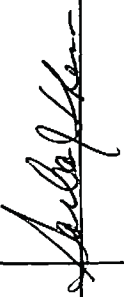


**LOS ANGELES UNIFIED SCHOOL DISTRICT
PUBLIC SCHOOLS OF CHOICE
SERVICE PLAN FOR STUDENTS WITH DISABILITIES
ASSURANCES**

(To be reviewed by the assigned Confidential Administrator)

School Identification #: _____

I assure that Synergy Quantum Academy, a Public School of Choice will maintain compliance with the following:
 School Name CHS #16

Number	Assurance	Signature
1	The Public School of Choice named above will comply with the Individuals with Disabilities Education Act and Section 504 of the Rehabilitation Act of 1973.	
2	The Public School of Choice named above will abide by the conditions and requirements of the <i>Chanda Smith</i> Modified Consent Decree.	
	As part of the agreement to abide by the conditions of the <i>Chanda Smith</i> Modified Consent Decree the Public School of Choice agrees:	
3A	To use the Welligent IEP Management System	
3B	To use the LAUSD Elementary or Secondary Student Information System. (Either ESIS, SSIS or ISIS upon implementation)	
3C	To operate a compliant Special Education Program using the <i>LAUSD Special Education Policies and Procedures Manual</i>	

3D	To complete and submit the "School Self Review Checklist" for programs serving students with disabilities annually.	
4	The Public School of Choice agrees to review Title 5, California Code of Regulations Section 3052, relative to the provision of behavior intervention plans and agrees to comply with all discipline practices, procedures for behavioral emergency intervention and prohibitions consistent with the requirements.	
5	The Public School of Choice agrees to protect the rights of children with disabilities and their parents or guardians relative to 1) prior notice and consent, 2) access to records, 3) confidentiality, and 4) due process procedures. The 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 the school will respond to complaints and how the District will be notified of complaints and subsequent investigations.	



LAUSD Public School Choice 2.0 Proposal for
Synergy Quantum Academy
for Central Region High School (CRHS) #16

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Public School Choice Proposal for **Synergy Quantum Academy**

1. Executive Summary

In order to make sure that we are creating the best possible school to accomplish our vision, Synergy Academies (Synergy Quantum Academy) has entered into a collaborative partnership with the design teams for the Academy of the Sun College and Career Ready High School and Social Justice Schools to govern Central Region High School #16 (CRHS #16). If chosen together, we will work in collaboration to oversee all shared aspects of the campus, and to share high-level resources for our students' benefit, as indicated throughout our proposals.

All three design teams have also entered into a partnership with WestEd, the nationally recognized non-profit education research agency, to advise us and help us to effectively run our schools. WestEd intends to make CRHS #16 a model school for its successful schools philosophy (see below) and as such, will be aggressively pursuing grant funding for our professional development, as well as for many of the key supports. All three teams feel that WestEd can bring a wealth of resources to bear to help us create a successful school, solve problems as they present themselves, and ultimately succeed in our respective missions. Please see the letter of agreement between WestEd and our schools in Appendix E.

In order to be successful, all three design teams believe that our campus must embrace the seven qualities identified by WestEd's Tipping Point School Turnaround Center as the characteristics of successful schools, and if chosen together, we intend to make these the foundation of our campus. These characteristics are: 1) They have effective school leadership; 2) They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices; 3) They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals (this includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together); 4) They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice (this includes strategies that address the unique needs of English language learners and students with disabilities; it also involves ongoing coaching and time for reflection); 5) They create a safe school environment and a supportive climate of mutual trust and reciprocal accountability; 6) They align all of their fiscal and human resources to support student achievement; and 7) They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services.

1a. Mission and Vision:

1a. Prompt #1. State the mission, vision and core beliefs of the proposed school as well as the school's values of teaching and learning.

Synergy Quantum Academy will follow in the instructional footsteps of its two predecessor schools, Synergy Kinetic Academy, and Synergy Charter Academy, a 2010 National Blue Ribbon Award Winner.

In 2004, Synergy Academies opened its first school, Synergy Charter Academy, in one of the lowest-performing areas of inner city South Los Angeles. Its Mission was to eliminate the staggering achievement gap that has persisted for generations among educationally disadvantaged students, and its Vision was for its students to eventually attend the four-year college of their choice. Over the past seven years, Synergy's students have thrived. In 2010, they earned an API score of 897, and the U.S.



Department of Education named Synergy a winner of a **2010 National Blue Ribbon Award**. This is the highest honor that an American public school can earn, and Synergy is the first elementary school in the history of South Los Angeles to win this award.

In Synergy's South Los Angeles community, local middle schools have been struggling to an even greater degree than local elementary schools. Therefore, in 2008, Synergy Kinetic Academy opened to help address this problem. By following the same instructional philosophy used by Synergy Charter Academy and adapting it to middle school students' needs, Synergy Kinetic Academy is already establishing a legacy of its own. While schools less than a mile away have not yet reached 600 on the API, Synergy Kinetic Academy already broke the coveted 800-point API barrier in just its second year of operation with an API score of 802.

Now, **Synergy Quantum Academy** high school plans to open, and like its successful elementary and middle school predecessors, its instructional philosophy is to value quality teaching and to use sound, research-based instruction that has proven to be effective with helping educationally disadvantaged students learn. It will teach a complete, rigorous, standards-based, college-preparatory curriculum, and will have an emphasis on STEM education (science, technology, engineering, and math).

Synergy Quantum Academy's core belief is that all students can succeed regardless of their background or circumstances. The inner city may define where our students come from, but it in no way defines or limits where they are going. Therefore, Synergy Quantum Academy intends to help its inner city high school students make that final **QUANTUM** leap into college.

1a. Prompt #2. Explanation of what students will know and be able to do as well as the rigorous intellectual habits of mind, essential skills, knowledge and attributes they will possess upon matriculation that prepare them to be successful adults in 21st Century.

Synergy Quantum Academy's goal is for its students to become educated 21st century persons who have a well-rounded education in the four core curricular areas of language arts, mathematics, history-social science, and science as well as the arts, health, and physical education. In a pluralistic society, they need to be self-motivated, self-directed, and self-reliant individuals who can work with others. In an information age, educated persons are not just users and consumers, but they are developers and creators as well. Educated persons are life-long learners and possess the skills and traits necessary to further their education by attending the four-year university of their choice or pursuing whatever educational path they choose.

Synergy Kinetic Academy believes that in order to be a true 21st century learner students must possess the following sixteen intellectual habits of mind described by Arthur L. Costa: 1) Persisting, 2) Communicating with clarity and precision, 3) Managing impulsivity, 4) Gathering data through all senses, 5) Listening with understanding and empathy, 6) Creating, imagining, innovating, 7) Thinking flexibly, 8) Responding with wonderment and awe, 9) Thinking about thinking (metacognition), 10) Taking responsible risks, 11) Striving for accuracy and precision, 12) Finding humor, 13) Questioning and problem posing, 14) Thinking interdependently, 15) Applying past knowledge to new situations, and 16) Remaining open to continuous learning.

1b. Student Population:

1b. Prompt #1. Describe the student population that your proposed school will serve, including the interests and critical educational needs of the students.

The students that Synergy Quantum Academy will serve live in inner city South Los Angeles. Working personally with these students, one can tell have just as much of a desire to learn as anyone else living in more advantaged areas.

However, the inner city presents many barriers to achieving that mission. The tremendous economic needs in the area are evident in the inner city's high poverty rates. In the 90011 zip code, the average adjusted gross income (AGI) on the 2004 income tax returns was \$20,486, far below the state average of \$58,600. Housing is a critical need as well, and

overcrowding is a direct result of economic hardships. With the cost of housing so high, relatives often move in with each other in crowded conditions in order to save money. Public safety is another critical need, and the LA Times described Synergy neighborhood as having some of the highest crime rates in Los Angeles.

It is not difficult to see how these factors also lead to tremendous educational needs as well. Every traditional public middle school and public high school in Synergy's zip code is in Program Improvement, and students have a critical need to catch up. Fortunately, since Synergy Academies has been extraordinarily successful working with students at the foundational elementary and middle school levels, it is uniquely positioned to help high school students make up for the gaps that they have from previous years.

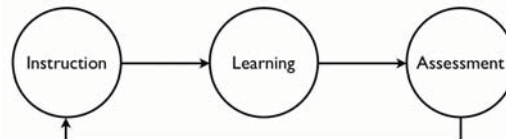
1b. Prompt #2. Explain your team's experience serving a similar population of students, and how your proposed school will meet the identified needs of these students.

The team that started and currently leads the successful Synergy Charter Academy and Synergy Kinetic Academy is the same team that is now founding Synergy Quantum Academy in the exact same neighborhood. CEO Meg Palisoc is a former LAUSD teacher, and she helped to found Synergy Charter Academy and Synergy Kinetic Academy. Dr. Barbara Shannon is also a former LAUSD teacher. She Co-Founded Synergy Kinetic Academy and will serve as the Principal. Chief Achievement Officer Randy Palisoc is another former LAUSD teacher, and he helped to found Synergy Charter Academy and Synergy Kinetic Academy. Erika Chua is the Director of Operations and oversees the operations of both campuses.

1c. Instructional Program:

1c. Prompt #1. Provide an overview of the instructional program of the proposed school identifying the key instructional strategies and practices that the school will employ to drive student achievement.

This deceptively simple diagram by Richard Mayer in *Applying the Science of Learning* captures Synergy Quantum Academy's instructional program. Synergy believes that when there is effective teaching and a research-based and standards-based curriculum (first circle on the left), learning will occur. Therefore, Synergy Quantum Academy will mostly use existing, commercially available curriculum, and it places a high value on developing master teachers to deliver that curriculum. Synergy Quantum Academy will be a data-driven school that uses assessments to make sure that learning is happening and to drive future instruction. There are many nuances and specific instructional strategies and practices that need to exist to make this model successful, and they are described below.



1c. Prompt #2. Explain the research base that demonstrates that the identified strategies will be successful in improving academic achievement for targeted student population.

A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB

States: The Southern Region Education Board says that developing students reading comprehension skills should be the number one priority in middle school and high school because reading defines learning in every subject, and those that do not read well by the ninth grade are destined to become high school dropouts. 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.

Applying the Science of Learning: *Applying the Science of Learning* is a book used in the Doctorate of Education program at the USC Rossier School of Education. In the book, Richard E. Mayer describes the following: 1) The science of learning, 2) The science of instruction, and 3) The science of assessment. Mayer explains numerous strategies in each of

the areas above. For example, Mayer describes how to reduce extraneous processing (which leads to no learning and cognitive overload), manage essential processing (which is rote learning), and foster generative processing (which leads to meaningful learning).

Teach Like a Champion: *Teach Like a Champion* was written by Doug Lemov, the founder of the highly successful Uncommon School in New Jersey. Lemov's books describes 49 techniques, and they are broken down into the following chapters: 1) Setting High Academic Expectations, 2) Planning that Ensures Academic Achievement, 3) Structuring and Delivering Your Lessons, 4) Engaging Students in Your Lessons, 5) Creating a Strong Classroom Culture, 6) Setting and Maintaining High Behavioral Expectations, 7) Building Character and Trust.

The Academic Achievement Challenge: Synergy Quantum Academy also uses the direct instruction model described by Jeanne S. Chall in *The Academic Achievement Challenge*. In the direct instruction model, the teacher is responsible for delivering a structured and sequenced curriculum. The direct instruction model is used because research has shown that the vast majority of students reach higher levels of achievement with this form of instruction, especially students with low socio-economic backgrounds.

Synergy's Own Results: As discussed earlier, the results of Synergy Academies' first two schools offer empirical evidence that these strategies work for the targeted population.

1d. School Culture:

1d. Prompt #1. Describe the school culture that your team envisions for the proposed school and what, if any social-emotional supports are necessary to create that culture.

Synergy Quantum Academy refers to its students as "scholars," and it actively promotes a culture and climate that is in line with its vision of college admissions for its students.

Academic Achievement: Synergy Quantum Academy will create a culture in which academic achievement is valued and celebrated, and students are taught about college. For example, a tradition at Synergy's middle school is for all incoming students to take a college campus tour to help them visualize their college goals and to help them understand why academic achievement is important.

Student Motivation to Succeed: Synergy Quantum Academy will motivate its students by helping them attribute their success to hard work and effort rather than external factors such as luck and circumstance. This approach is based on attribution theory, which was developed by Fritz Heider, Edward Jones, Harold Kelley, Lee Ross, and Bernard Weiner. Carol Dweck also explains attribution theory her book *Mindset: The New Psychology of Success*.

Personalization: Adolescents go through many changes as they develop their sense of self and personal identity. In the publication *This We Believe: Keys to Educating Young Adolescents*, the National Middle School Association (NMSA) explains that young adolescents often "believe that personal problems, feelings, and experiences are unique to themselves." Since personalization is such an important issue at this age, Synergy Quantum Academy will value each individual and help make them feel that their school experience is personalized.

Safety: The NMSA explains that successful schools for your adolescents are inviting, supportive, and safe. The culture will promote a safe campus in which interactions between and among students and adults demonstrate a high level of respect. The school will promote an environment that is free of bullying, harassment, and teasing.

1e. Accountability and Performance Goals:

1e. Prompt #1. Briefly discuss how your organization will set and annually update targets for the indicators in the table below. Please share key data from the Performance Management Matrix highlighting the goals of the proposed school.

[This section is to be included in the post approval phase.]

1f. Community Analysis and Context:

1f. Prompt #1. Describe the community that your proposed school will serve. Include an analysis of the strengths, assets, values, and critical needs of the community.

Synergy Quantum Academy seeks to serve students in the 90011 zip code of inner city South Los Angeles, and the schools of Synergy Academies already have a proven track record of providing a transformational education for the students in this community.

The demographics of Synergy Quantum Academy's target 90011 zip code consists of a majority of the schools enrolling 99% Hispanic and African American students in grades K-12 (See Table 1). Additionally, the school's target neighborhood has a high rate of low-income families with the majority of the schools consisting of 70-90% of the students qualifying for free or reduced price lunch.

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

Therefore, as demonstrated by the demographic and academic performance information in Tables 1-2, Synergy Quantum Academy purposefully targeted one of the most economically disadvantaged neighborhoods in the Los Angeles Unified School District.

Table 1 *Demographic Data for Middle and High Schools in the 90011 Zip Code*

School	Enrollment	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Multiple Race or No Response
Carver Middle School	1,963	7.2%	0.1%	0.1%	0.1%	92.5%	0.0%	0.0%	0.1%
Los Angeles Academy Middle School	2,278	7.3%	0.0%	0.0%	0.0%	92.5%	0.0%	0.1%	0.0%
Adams Middle School	1,421	2.2%	0.0%	0.0%	0.0%	97.5%	0.0%	0.0%	0.0%
Synergy Kinetic Academy	229	8.7%	0.0%	0.4%	0.0%	90.8%	0.0%	0.0%	0.0%
Santee Education Complex	3,475	7.3%	0.1%	0.0%	0.0%	91.8%	0.0%	0.1%	0.7%
Thomas Jefferson Senior High School	1,970	8.7%	0.1%	0.3%	0.1%	90.3%	0.0%	0.0%	0.6%

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

Although Synergy Quantum Academy will be located in a high-poverty inner city neighborhood, its community still has many strengths, assets, and values, which can be categorized as the three "P's" – People, Places, and Programs.

People: One strength of the community is that it has many people who value creating a better life for children. Parents are one group of people who have been instrumental in Synergy's success. Another group of people who are assets are civic leaders such as Los Angeles City Councilwoman Jan Perry, who has provided field trips for Synergy students.

Places: Los Angeles is known as an urban cultural center. It is in close proximity to USC, and students have visited campus numerous times. Museums such as the California ScienCenter are located within one mile, and students have been to theatres such as the Ahmanson Theatre and Dorothy Chandler Pavilion.

Programs: Synergy Quantum Academy's community also has many programs that are available for students. For the past seven years, Synergy has partnered with A Place Called Home, which provides after school services free of charge for students. There are several parks in the area that provide athletic programs such as softball, swimming, and soccer.

In addition to having strengths, assets, and values, the inner city has critical needs that cause many stresses for residents.

Education Needs: Synergy's neighborhood has struggled for generations with low-performing schools. The average API ranking for elementary schools, middle schools, and high schools in the neighborhood is a ranking of 1 out of 10, placing neighborhood schools in the bottom 10% of schools statewide. Many education needs stem from other challenges in the neighborhood, which will be described below.

Economic Needs: According to citydata.com, the average adjusted gross income (AGI) on the 2004 income tax returns was \$20,486 in the 90011 zip code, far below the state average of \$58,600. There were 9,774 single parent households in the 90011 zip code alone.

Housing Needs: Housing is a major issue as well. In the 90011 zip code alone, there were 6,809 households with six or more people living in it. Often, this overcrowding is a direct result of the economic needs described above.

Public Safety: As described above, a July 6, 2005 Los Angeles Times article detailed the public safety concerns about Synergy Quantum Academy's neighborhood. These include high crime rates, homelessness, teenage pregnancy, and unemployment.

From this analysis, one can see that families in the neighborhood have many more issues that they must deal with that compete with the need for greater educational outcomes. However, Synergy Quantum Academy intends to address the community's educational needs, since education is part of the solution to the societal challenges presented above.

1f. Prompt #2. Discuss your rational for selecting this community, your experience serving this or a similar community, how your team has engaged the community thus far and how it will continue to do so if selected.

The 90011 zip code of inner city South Los Angeles is an area of great need, as shown in the analysis above. Synergy Academies intentionally opened in this area starting with an elementary school in 2004 because it wanted to be a part of the solution and directly address these needs. Synergy has been successfully serving area for the past seven years, filling a critical need of greater educational outcomes and raising expectations in the inner city.

Synergy's schools in the neighborhood (Synergy Charter Academy and Synergy Kinetic Academy) can now be considered community assets themselves. For example, Synergy Kinetic Academy middle school is scoring above 800 on the API.

Outside of the classroom, Synergy Kinetic Academy has taken its inner city students on a cross-country trip to Washington, D.C. During the trip, students learned valuable lessons about the history of our country, and they learned how to be our next generation of leaders who will help make our world a better place to live by "bringing out the best in others."

Additionally, Synergy Charter Academy elementary school is not just a community asset, but a district asset and a **national asset** as well. It earned a 2010 National Blue Ribbon award because of the difference it has made with students and because of its consistently high performance. Synergy Quantum Academy will serve in the same neighborhood and intends to uphold the tradition established by its predecessors.

Synergy believes that when community members are fully informed, they are as fully empowered as anyone else to do good. Therefore, Synergy Quantum Academy has already participated in numerous community outreach activities, including those organized by LAUSD and those the Synergy has initiated on its own. Meetings were held on the following dates: October 15, 20, and 22, and November 17 and 23.

If Synergy Quantum Academy is selected, it will continue to conduct outreach in order to engage the community. It plans to do so by conducting information and feedback sessions for the community. Parents will continue to help with in-person outreach, and postcards will be mailed to households as well, which has been an effective outreach technique in the past.

1g. Leadership:

1g. Prompt #1. Overview of school's governance structure and leadership team.

As a charter school, Synergy Quantum Academy will be governed by the Board of Directors of the non-profit Synergy Academies in accordance with charter school law. The Board of Directors seeks the input of all stakeholders, including teachers, parents, administrators, and staff in order to maintain a focus on academic achievement. It does so through groups such as Synergy's Parent Council and the School Operations Committee. The Board of Directors upholds the reputation that has been developed of Synergy Academies, and it bases its decisions on what is best for students.

The Board of Directors focuses on high-level decisions and allows the school staff to be empowered to lead the day-to-day operations of the school. Doing so enables school leaders to make decisions quickly to improve instruction. The leadership team is described below.

1g. Prompt #2. Highlight the strengths of the leadership team and the proposed leader.

Meg Palisoc is a Co-founder of Synergy Charter Academy and Synergy Kinetic Academy, and she is serving as the CEO of Synergy Academies. Meg is a former teacher in LAUSD. Prior to entering K-12 education, she worked in higher education at the USC Viterbi School of Engineering. Meg has a B.S. degree in Psychology and a Master of Education degree in Higher Education, both from USC. Meg holds a Tier II Administrative Services Credential.

Randy Palisoc is a Co-Founder of Synergy Charter Academy and Synergy Kinetic Academy, and he is currently the Chief Achievement Officer of Synergy Academies. Randy was former teacher and Title III Director at LAUSD. Randy has a B.S. degree in Business Administration from the USC Marshall School of Business, and he has a Master of Education from UCLA. He also holds a Tier II Administrative Services Credential.

Erika Chua joined Synergy Academies in spring of 2008 as the Director of Operations. Erika was a Program Specialist at the USC Viterbi School of Engineering. Erika holds a B.S. in Business Administration and a Master of Public Administration, both from USC.

Dr. Barbara Shannon joined Synergy Academies in the summer of 2008 as Co-Founder and Co-Director of Synergy Kinetic Academy. She holds a Doctorate in Learning and Instruction with an emphasis on Science Education from USC and a Tier II Administrative Services Credential. Barbara began her teaching career as a science teacher at John Adams Middle School, a LAUSD middle school. Her teaching experience includes grades 6-12 science and math at public, parochial, and private schools in Northern and Southern California.

Dr. Barbara Shannon has already been identified as the principal for Synergy Quantum Academy. Dr. Shannon is well qualified to lead the school because of her tremendous background helping students from diverse backgrounds to be successful, including educationally disadvantaged students in need of catching up academically.

1h. School Governance Model:

1g. Prompts #1 & #2. Briefly explain the rationale for your choice of school type. Why are you applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter school?

We have chosen to operate as an Independent Charter because this gives us more flexibility with our budget, personnel, curriculum and instructional methodology, and it is the model that Synergy has been using successfully for the past seven years.

While Independent Charts are exempt from most state codes and district rules regarding curriculum instruction, the students are still assessed by the CSTs, CAHSEE, and other Standardized test in the state of California. We have also chosen to use the same textbooks, many of the same programs, and pattern the school day after that of LAUSD to show that student achievement could in fact be increased in South Los Angeles. Our **Vision** for our schools is that they will become professional development schools that serve as national models of how to eliminate the achievement gap.

INSTRUCTIONAL PROGRAM

2. Curriculum and Instruction

If chosen together, Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools intend to plan course offerings together so that students can attend select “global” courses (e.g. AP, ELL, and specific elective classes) at any of the four small schools, regardless of which school a specific student is enrolled in. All four leadership teams will work together to provide access for our students between each small school. In this way, our collaboration will allow for us to provide our students with the most complete education possible, while addressing what Diane Ravitch considers the primary disadvantage of small high schools: “they seldom have enough students or teachers to offer advanced courses... electives, advanced placement courses... and other programs that many teenagers want. Nor can most offer adequate support for English language learners or students with special needs.” (The Death and Life of the Great American School System, p. 205)

2a. Instructional Philosophy:

2a. Prompt #1. Provide a thorough description of the proposed Instructional Program and the underlying theory that drives it.

Synergy Quantum Academy will follow in the instructional footsteps of its two predecessor schools, Synergy Kinetic Academy, and Synergy Charter Academy, a 2010 National Blue Ribbon Award Winner.

Synergy Charter Academy: In the fall of 2004, Synergy Charter Academy (grades K-5) opened in one of the lowest-performing areas of inner city South Los Angeles under the premise that with sound, research-based instruction, all students can succeed regardless of their demographic background. By staying true to this instructional philosophy, Synergy Charter Academy’s educationally disadvantaged students have performed remarkably well through the years. In 2010, Synergy Charter Academy earned an API score of 897, and the U.S. Department of Education named Synergy a winner of a prestigious **2010 National Blue Ribbon Award**. This is the highest honor that an American public school can earn, and Synergy Charter Academy is the first elementary school in the history of South Los Angeles to ever win this award. This gives great hope to the ideal of educational equity and proves that with sound, research-based instruction, the achievement gap can indeed be eliminated.

Synergy Kinetic Academy: In Synergy’s South Los Angeles community, local middle schools have been struggling with the achievement gap to an even greater degree than local elementary schools. Therefore, in 2008, Synergy Kinetic Academy opened to help address this problem. By following in the same instructional philosophy used by Synergy Charter Academy and adapting it to the middle school level, Synergy Kinetic Academy is already establishing a legacy of its own. While schools less than a mile away have not yet reached 600 on the API, Synergy Kinetic Academy already broke the coveted 800-point API barrier in just its second year of operation by earning an API score of 802.

Synergy Quantum Academy: Now, Synergy Quantum Academy high school plans to open, and like its successful elementary and middle school predecessors, its instructional philosophy is to use sound, research-based instruction that has proven to be effective with educationally disadvantaged students. It will teach a complete, rigorous, standards-based, college-preparatory curriculum, and will have an emphasis on STEM education (science, technology, engineering, and math).

Synergy Quantum Academy’s instructional program implements four key strategies, which will be explained in detail in the section on Instructional Strategies (2d.). These strategies are to focus on 1) Fluency, 2) Academic Language, 3) Schemas, and 4) Time on Task.

Following Successful Models: Modeling itself after the successful, high-performing Achievement First schools in Connecticut and New York, Synergy Quantum Academy is a data-driven school that focuses on making sure all students are provided with the appropriate support they need to meet or exceed the California Content Standards. The school has a data-driven culture in which stakeholders use data to guide instruction and increase achievement. Additionally, teachers use a variety of instructional methods, including both traditional and innovative methods successfully used at other Synergy Academies schools.

Direct Instruction: Synergy Quantum Academy uses 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 research shows that 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.

Using Proven Best Practices: 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 are further detailed in the following sections.

Academic Rigor (California State Standards and A-G Requirements): Synergy Quantum Academy will teach an academically rigorous and college-preparatory ninth through twelfth grade curriculum that is aligned to the Content Standards for California Public Schools (Reading/Language Arts, Mathematics, History/Social Science, Science, Visual and Performing Arts, World Language). All Synergy Quantum Academy students will enroll in classes meeting the UC A-G requirements and there will be an emphasis on STEM education (science, technology, engineering, and math).

2a. Prompt #2. How does the proposed Instructional Program align with the critical educational needs of the population of students you propose to serve?

Synergy Quantum Academy will serve a high-need (high-minority, high-poverty) population in a community that has struggled for years with underperforming schools. As such, its instructional program must be research-based and be proven to be effective with a high-need population. As mentioned above, the direct instructional model described by Jeanne S. Chall has been proven to be effective with educationally disadvantaged students.

As students become more competent under the direct instruction model, it facilitates them taking on more autonomy and leads to greater student choice since they become independent, self-directed learners who can more easily access the curriculum.

In the community we plan to serve, English is the second language of approximately 90% of our students. The overall average proficiency/advanced level in English Language Arts at the traditional public and charter middle and high schools in the 90011 zip code is 27.7%. Synergy Kinetic Academy has an advanced/proficiency level of 53.5% in English Language Arts. Synergy Charter Academy has an advanced/proficiency level of 72.5 % in English Language Arts. Therefore, we will continue to use the same techniques that have proven to help increase the level of proficiency in English Language learners at the elementary school and middle schools.

2a. Prompt #3. Include an explanation of what students should know and be able to do as well as the rigorous intellectual habits of the mind, essential skills, knowledge and

attributes they will possess upon matriculation that will prepare them to be successful adults in the 21st Century.

Synergy Quantum Academy's educational goals for its students are to become educated 21st Century 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. In addition, educated persons need opportunities to learn about different subject areas such as those mentioned above as well as the arts, health, and physical education.
2. **The ability to work independently and as part of a team:** Educated persons are self-motivated, self-directed, and self-reliant individuals who can pursue an area of inquiry on their own. They also have the social, collaboration, and communication skills necessary to work with others as part of a team.
3. **The ability to be developers and creators and not just users and consumers:** We live in an information age and students need the ability to use information from various sources. However, leaders don't just use and consume, but can also develop and create. For example, students should not only learn how to appreciate art, but be given the opportunity to create a work of art.
4. **The opportunity to attend a four-year university or to pursue whatever educational path they choose:** Educated persons are life-long 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.

Synergy Quantum Academy believes that in order to be a true 21st century learner who lives in global, pluralistic society, students must possess the following sixteen intellectual habits of mind described by Arthur L. Costa: 1) Persisting, 2) Communicating with clarity and precision, 3) Managing impulsivity, 4) Gathering data through all senses, 5) Listening with understanding and empathy, 6) Creating, imagining, innovating, 7) Thinking flexibly, 8) Responding with wonderment and awe, 9) Thinking about thinking (metacognition), 10) Taking responsible risks, 11) Striving for accuracy and precision, 12) Finding humor, 13) Questioning and problem posing, 14) Thinking interdependently, 15) Applying past knowledge to new situations, and 16) Remaining open to continuous learning.

2b. Core Academic Curriculum:

2b. Prompt #1. Describe the core academic curriculum for your proposed school.

The core academic curriculum is based on the California State standards for each content area. All students are required to successfully complete 240 credits (170 core curriculum credits and 70 other credits) in order to graduate.

Courses	9th Grade	10th Grade	11th Grade	12th Grade
Recommended courses for all students	1. English 2. Algebra or Geometry 3. World Geography and Cultures 4. Biological Science 5. Visual and Performing Arts (Music) 6. Freshman	1. English 2. Geometry or Algebra 2 3. Modern World History or Honors Modern World History 4. Chemistry 5. World Language (Spanish)	1. English or English Honors 2. Algebra 2 or Pre-Calculus 3. US History or AP US History 4. Cell and Molecular Biology or Physics 5. World	1. AP English Literature 2. Pre-Calculus or AP Calculus or AP Statistics 3. Government and Economics 4. Ecology and Evolution or AP Environmental Science

	Seminar	6. Sophomore Seminar 7. Engineering Course	Language (Spanish) 6. Junior Seminar 7. Engineering Course	5. World Language (Spanish)/AP Spanish Language 6. Senior Seminar
Electives	1. Engineering 2. World Language (Spanish) 3. Band or Choir 4. Technology	1. Band or Choir 2. Technology	1. Band or Choir 2. Technology 3. Journalism	1. Engineering 2. Band or Choir 3. Technology 4. Journalism
Intervention	1. Reading 2. Math 3. Special Needs	1. Reading 2. Math 3. Special Needs	1. Reading 2. Math 3. Special Needs	1. Reading 2. Math 3. Special Needs

English/Language Arts: Reading is the top priority at Synergy Quantum Academy. As described earlier in *A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States*, the SREB recommends 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 experts now realize that reading instruction should continue into high school.

The various English Language Arts materials were carefully selected in order to accomplish the goals of the English Language Arts curriculum, which are to develop: 1) Fluent readers, 2) Skilled writers, 3) Confident speakers, and 4) Thoughtful listeners. The English Language Arts standards for ninth through twelfth grade fall under the following categories: 1) Reading, 2) Writing, 3) Written and Oral Language Conventions, and 4) Listening and Speaking. The core curriculum will address these standards.

Synergy Quantum Academy plans to use the **Holt Literature and Language Arts, Mastering the CA Standards** curriculum for its core English/Language Arts program for at least ninth through eleventh grades. The curriculum is state-adopted, aligned to California state standards, and was selected because it is known to have the best combination of both literary and informational text as well as writing support.

Teachers will also have an opportunity to teach lessons from novels. In order to prepare students to handle college-level work, grades 11 and 12 will devote more time to reading and analyzing novels, poems, and dramas. To help struggling readers and writers as well as English Learners, Synergy Quantum Academy plans to implement **LANGUAGE!** and **Step Up to Writing** or other similar programs. The LANGUAGE! curriculum is state-approved to be used as an English Language Development (ELD) and/or intervention curriculum.

A key component of Synergy Quantum Academy's English Language Arts curriculum will be the use of Scholastic's Reading Counts and ReadAbout programs, which will be implemented during the Seminar classes. In Reading Counts, students will read books at their independent reading level, then they will take computer based quizzes of their books to test

their comprehension. In the ReadAbout program, students practice reading non-fiction texts that cover a variety of science and history-social science topics. Summary descriptions of the English courses that will be offered at Synergy Quantum Academy are listed below.

English 9: This is a crucial foundational class to strengthen students' skills in reading, writing, speaking, and listening. This course may include having students read from a combination of short stories, poetry, and informational text from the Holt Literature and Language Arts textbook as well as having students read and analyze selected novels throughout the year as a class such as *A Wrinkle in Time* by Madeleine L'Engle.

English 10: English 10 will build upon the skills learned in English 9 by continuing to have students analyze fiction and non-fiction text as well as complete complex writing assignments. This course may also include a combination of reading short stories, poetry, and informational text from the Holt Literature and Language Arts textbook as well as having students read and analyze selected novels such as *Animal Farm* by George Orwell.

English 11: English 11 will parallel what students learn in their U.S. History class. The literature will focus on American Literature and will consist of a combination of reading short stories, poetry, and informational text as well as having students read and analyze selected novels such as *The Grapes of Wrath* by John Steinbeck.

AP English Literature and Composition: Instead of English 12, all seniors will take AP English Literature and Composition. This course engages students in higher-level critical analysis of literature. The reading for this course builds upon and complements the reading completed in grades 9-11. Because the themes of the English 11 course were drawn from American Literature, the majority of the readings in grade 12 will be from British Literature. To ensure that students have readings from different time periods, works from early philosophers, such as Sophocles and Aeschylus, may be used. Students may also read works of Russian, Irish, and American authors, poets, and playwrights.

Mathematics: Mathematics is an important gatekeeper to science and can impact the type of science courses she or he takes in high school and ultimately in college. As each of the prior Synergy Academies schools was opened, we found that students coming to us were on average two to three years below grade level. With this in mind, a second math class may be offered so that students can reach the goal of completing Algebra within their first year. For students who come to us with a solid foundation in Algebra, we plan to offer Geometry, Algebra II, Pre-Calculus, and AP Calculus. We also plan to offer AP Statistics.

Synergy Quantum Academy plans to use *Saxon Algebra I*, which provides students with comprehensive content coverage, significant opportunities to practice the concepts they have learned, and varied real-life applications. Additionally, we plan to use Saxon Math or other similar materials for the other math courses such as Geometry, Algebra II, and Calculus.

As described in the Mathematics Content Standards, the goals of Synergy Quantum Academy's mathematics program are for students to: 1) Develop fluency in basic computational skills, 2) Develop an understanding of mathematical concepts, 3) Become mathematical problem solvers who can recognize and solve routine problems readily and can find ways to reach a solution or goal where no routine path is apparent, 4) Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms, 5) Reason mathematically by gathering data, analyzing evidence, and building arguments to support or refute hypotheses, 6) Make connections among mathematical ideas and between mathematics and other disciplines. Summary descriptions of the Mathematics courses that will be offered at Synergy Quantum Academy are listed below.

Algebra I: Algebra I will be designed primarily for freshmen who did not take or successfully pass Algebra I in the 8th grade. Through the study of algebra, students develop an understanding of the symbolic language of mathematics and the sciences. Algebraic skills and concepts will be developed and used in a wide variety of problem-solving situations.

Geometry: The skills and concepts developed in this course are useful to all students. The concepts of Euclidean geometry may be presented using projects and experiments. Learning geometry will strengthen students' abilities to construct logical arguments and proofs.

Algebra II: This course complements and expands the mathematical content and concepts of Algebra I and Geometry. Students who master Algebra II will gain experience with algebraic solutions to problems in various content areas, including the solution of systems of quadratic equations, logarithmic and exponential functions, and the binomial theorem.

Pre-Calculus: Pre-Calculus will include trigonometry, math analysis, and linear algebra. Emphasis will be placed on a combination of theoretical concepts, deductive reasoning, and mathematical modeling. The goal of this class is to further strengthen students' mathematical foundational skills so that they will be prepared to take AP Calculus.

AP Calculus: This course will be taught with the depth and rigor of an entry-level college course. The course may use the College Board syllabi for the Calculus AB section of the Advanced Placement Examination in Mathematics as a guide for topics to be covered. Calculus is a widely applied area of mathematics and involves intrinsic theory.

AP Statistics: This course is a technical and in-depth extension of probability and statistics. Students will study four broad themes in the study of statistics: 1) exploring and interpretation of data, 2) planning a study, 3) probability, and 4) statistical inference. Application to other fields of study such as business, medicine, politics, and the sciences are emphasized.

Laboratory Sciences and Technology: In order to help our students become competitive in the global workforce, Synergy Quantum Academy will focus on science, technology, engineering, and math (STEM) by requiring all students to take at least two semesters of an Engineering class, based on our research of effective programs such as Project Lead the Way. Additionally, Synergy Quantum Academy plans to provide opportunities for students to take technology specific classes where they will engage in projects including PowerPoint or Keynote presentations to digital video filming and editing to robotics.

The goal of the science curriculum will be to provide essential skills and knowledge necessary for students to become scientifically literate citizens. Following is an overview of the strands that the standards fall under for grades nine through twelve: 1) Grade 9 – Biological Science, 2) Grade 10 – Chemistry, 3) Grade 11 – Cell and Molecular Biology or Physics, 4) Grade 12 – Ecology and Evolution or AP Environmental Science, 5) Investigation and Experimentation may be integrated with the science lessons in all grades, 6) Microcomputer based lab instruction may be integrated into labs where appropriate, 7) Introductory engineering courses may be offered in grades 9, 10, and 11.

Synergy Quantum Academy plans to also use state-adopted textbooks or similar materials to complement the hands-on learning that is taking place in the science lab. Students gain greater comprehension when they read from their science textbooks, as they will have greater prior knowledge of and hands-on experience with the concepts. Summary descriptions of the Science courses that will be offered at Synergy Quantum Academy are listed below.

Biology: Biology is the study of living things. Course content will be built around major biological concepts such as biochemistry and the biology of cells, genetics, evolution, ecology, physiologic systems, and the diversity of living things. Additionally, concepts and skills will be reinforced by a strong emphasis on hands-on laboratory experiences and the integration of other branches of science.

Chemistry: This introductory laboratory science course will provide an overview of chemistry theories and concepts, including understanding the structure of the atom, solutions and equilibrium, periodic properties, bonding and common reactions, acid-base reactions, and oxidation-reduction reactions. Working on hands-on laboratory experiments will help students learn how to apply chemical principals, will familiarize students with chemistry laboratory techniques, and will strengthen students' critical thinking and reasoning skills.

Physics: Physics is another introductory laboratory science course that provides an overview of physics theories and concepts such as force, motion, energy, heat, electricity, light, magnetism, semiconductors, and waves. In addition to conducting hands-on laboratory experiments, students will be exposed to academic science vocabulary through the use of a textbook and/or other instructional materials.

Cellular and Molecular Biology: This advanced biology course will build upon concepts previously learned in Biology and Chemistry. Students will develop an in-depth understanding of cellular structure, function, and processes. More specifically, students will learn and apply the concepts of chemical components of cells, energy use – catalysis and biosynthesis, energy conversions, protein structure and function, DNA, RNA, protein synthesis, chromosomes and gene regulation, genetic variation, and DNA technology.

Ecology and Evolution: This advanced biology course focuses on the processes of evolution and the patterns generated by these processes. Topics covered will include elementary population genetics, the theory of evolution by natural selection, concepts of fitness and adaptation, genetic and developmental bases of evolutionary change, modes of speciation, molecular evolution, paleontology and macro evolutionary trends in evolution, extinction, and human evolution. This course will also prepare students to take the AP Biology exam.

AP Environmental Science: This comprehensive, interdisciplinary course emphasizes the application of the physical and life sciences to understand environmental issues, costs, and potential solutions. Students will develop their analytical skills and investigate the fundamental causes and impacts of environmental problems through laboratory, fieldwork, and class projects. This course will also prepare students for the AP exam in Environmental Science.

History and Social Sciences: Synergy Quantum Academy plans to use the California adopted **History Alive!** program. History is not mandatory during the freshmen year of California high schools. However, Synergy anticipates that ninth grade students will study **Geography Alive! Regions and People**, tenth grade students will study **Modern World History**, eleventh grade students will study **History Alive! Pursuing American Ideals**, and twelfth grade students will study **Government Alive! Power, Politics, and You** and **Econ Alive! The Power to Choose**. The goal of the history-social science curriculum is for students to acquire core knowledge in history and social science and to develop critical thinking skills to study the past and its relationship to the present.

The history-social science content standards for each grade level fall under the following themes: 1) Grade 9 – World History, Culture and Geography: Regions and People, 2) Grade 10 – World History, Culture and Geography: The Modern World, 3) Grade 11 – United States History and Geography: Continuity and Change in the Twentieth Century, 4) Grade 12 – Principles of American Democracy and Economics.

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: 1) Chronological and Spatial Thinking, 2) Research, Evidence, and Point of View, 3) Historical Interpretation. Summary descriptions of the History-Social Science courses that will be offered at Synergy Quantum Academy are listed below.

World Geography and Cultures: This course is aligned to the National Geography Standards. Students use the case study approach to investigate real geographic challenges that the world faces today. Students may analyze statistics on pollution, explore the impact of population trends, and study women micro-entrepreneurs to learn how they are changing the human characteristics of their African communities.

Modern World History/Honors Modern World History: This course examines key themes in world history from a comparative perspective, with an emphasis on global political, economic, and cultural interactions. In addition to learning content knowledge, students may

also engage in higher-level critical thinking activities that entail interpreting primary historical documents and expressing historical understanding both orally and in writing.

US History/AP US History: This course centers on the five founding ideals for the Declaration of Independence: equality, rights, liberty, opportunity, and democracy. We will use *History Alive! Pursuing American Ideals*, an interactive curriculum that invites students to become engaged in this struggle, from establishing an American republic to the making of modern America.

US Government: This course will help students gain a better understanding of the U.S. government at the local, state, and federal levels, and how government affects their personal lives in different ways. In addition to studying the history and impact of the U.S. Constitution, students will also learn about the three branches of government as well as about how they can get actively involved with effecting change at the local, state, and federal levels.

Economics: 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.

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. The California visual and performing arts standards include the disciplines of: 1) Dance, 2) Music, 3) Theatre, 4) Visual Arts. In our beginning years, the only visual and performing arts class we will offer will be music. As our population grows, we will consider offering other visual and performing arts classes, if possible. The following strands will be taught for music: 1) Artistic Perception, 2) Creative Expression, 3) Historical and Cultural Context, 4) Aesthetic Valuing, 5) Connections, Relationships, and Applications. Since the music class will also meet the UC 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. Summary descriptions of the Visual and Performing Arts course that will be offered at Synergy Quantum Academy are listed below.

Music History/Appreciation: Students will study the history of music from its earliest beginning to the present day. They will spend time listening to selections as well as learning simple patterns of rhythms. By the end of the course, students will be able to sight-read a simple musical composition and distinguish between the types of notes as well as differentiate the timing in a musical selection. Students will also learn how to provide aesthetic judgments about musical pieces and performances. All students will engage in creative expression by singing or playing a song in front of the class and/or in a special performance.

World Language: The decision to offer Spanish as Synergy Quantum Academy's main World Language is in recognition of the fact that although many of our students may speak Spanish, they are not fluent in academic language, so even they would still benefit from a formal Spanish language course along with first-time Spanish students. Spanish will be available all four years, even though the A-G requirements for the University of California state that only two years of the same language is required. 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: 1) Formulaic, 2) Created, 3) Planned, 4) Extended, and 5) Tailored. Summary descriptions of the Spanish courses that will be offered at Synergy Quantum Academy are listed below.

Spanish 1: Spanish 1 is an introductory course to basic vocabulary and grammar of the Spanish language. Students will be introduced to Spanish emphasizing communication-based competencies and Spanish language culture. Students will actively practice greeting each

other, telling time and dates, expressing likes and dislikes, and asking and answering simple questions on a variety of topics.

Spanish 2: Spanish 2 builds on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish 1. Students will express themselves using present, past, and future tenses on a variety of topics. Students will perfect their writing skills and will be able to write letters of correspondence to one another entirely in Spanish.

Spanish 3: Spanish 3 will build on the communicative-based competencies, grammar, and Spanish language culture learned in Spanish 1 and 2. Students read works of literature and poetry written in Spanish. Students will continue to perfect their writing skills. This course is recommended for students planning to take the AP Spanish language course.

AP Spanish Language: The AP Spanish Language course will prepare students to take the AP Spanish Language exam and is designed for students who wish to improve their ability to speak, read, listen, and write the Spanish language fluently.

Electives, Support, and Interventions:

Engineering: All Synergy Quantum Academy students will be required to take at least two semesters of an engineering course. Through programs such as Project Lead the Way, MESA (Math, Engineering, and Science Achievement), or Synergy-created engineering courses, students may participate in courses focused on engineering that will put them in line for pursuing higher-level mathematics and engineering courses in college.

Freshman Seminar: Freshman Transition and CAHSEE Prep: Synergy Quantum Academy is considering using the highly acclaimed program, Career Choices and the 10-year Plan as a transition course for all Freshmen. During this yearlong course, freshmen will explore three fundamental questions: 1) Who am I? 2) What do I want? 3) How do I get it?

Career Choices is aligned with the George Washington University's Freshman Transition Initiative whole-school redesign model as well as the U.S. Department of Education's recommendation for successful dropout prevention programs.

During the 2nd semester of the Freshman Transition and CAHSEE Prep course, students will begin their preparation for the California High School Exit Exam (CAHSEE), which is given for the first time in March of the sophomore year. Students will complete lessons in math and English Language Arts as a way to prepare for the exam and to strengthen students' foundational reading and math skills in order to support students' learning in their other classes.

Sophomore Seminar: College Readiness and CAHSEE/SAT Prep: This course is offered in the sophomore year as students prepare for entrance into a four-year college or university. Students will learn about the college process, they will learn more about which colleges they want to attend, and they will participate in SAT/ACT preparation lessons, register for placement exams, and develop a college portfolio. Students will use the remaining time to continue their preparation for the CAHSEE.

Junior Seminar: College Counseling and SAT/CAHSEE Review: During this course, students will learn how to write personal statements, revise and edit their personal statements, and begin the college application process. Students will also learn how to read college catalogs, select mock classes, and begin thinking about the transition to dorm life. For students who have not passed both portions of the CAHSEE, they can use this time to review math and/or English Language Arts skills for the CAHSEE. For students who passed the CAHSEE, they will review skills to the SAT/ACT and register to take the SAT/ACT during their junior year.

Senior Seminar: Financial Literacy and Career Readiness: Using the Real-World Math curriculum that is included with the Career Choices and 10-year plan used in grade 9, students will continue their focus on preparing for life after high school. Major topics include: personal financial management, sales, taxation, and the stock market. This is a yearlong course. Using the Guidance Portfolio created in their freshman year, students will practice writing resumes, completing job applications, and participating in mock interviews.

Intervention Math and Reading: Synergy-created curriculum that has proven successful at Synergy Kinetic Academy will be used to reinforce foundational reading and math skills at Synergy Quantum Academy for those students who test below basic and far below basic on the California Standards Test (CST) and/or on internal assessments. Students may continue to take these courses and/or receive after school help and/or summer school until they become proficient or advanced in reading and math.

2b. Prompt #2. *Provide evidence that the proposed curriculum is research-based, culturally relevant, connects with the lives of, has been effective for and meets the diverse learning needs of the student population you plan to serve and addresses the California State Standards.*

California State Standards: As mentioned earlier, Synergy Quantum Academy will teach an academically rigorous and college-preparatory ninth through twelfth grade curriculum that is aligned to state standards and will meet the UC A-G requirements. While Synergy Quantum Academy's emphasis will be on science, technology, engineering, and math, we plan to teach a well-rounded curriculum that includes the California content standards for English Language Arts, mathematics, history/social science, science, and world language.

Culturally Relevant: In line with its approach of developing 21st century learners who live in a pluralistic society, Synergy teaches students about a wide variety of cultures so that they may appreciate other cultures as well as their own. For example, as described above, students will learn about world geography and cultures as well as study world modern world history. Additionally, many of Synergy Quantum Academy's students will come from Hispanic/Latino backgrounds, and their culture will be validated and celebrated since Spanish is a world language that is being offered as a course.

An example of connecting student's culture to the classroom is when English/Spanish cognates are used for vocabulary instruction in English classes. Cognates are words in two languages that share the same linguistic origin. Students will be taught that a single Spanish word such as "tierra," which means land or earth, is linguistically related to meaning of multiple academic English words such as territory, territorially, terrain, Mediterranean, terrace, and extraterrestrial. Therefore, understanding one word in Spanish can be leveraged to understand multiple words in English. This is especially helpful for English Learners who are not confident because they don't realize that their primary language is an asset and not a barrier to learning.

Connects with the Lives of Students: Students also take classes that will be highly relevant to their lives, as they become adults. For example, when students take their Senior Seminar in Financial Literacy and Career Readiness, it helps make a connection between their classroom learning in mathematics and economics and applies it to real life situations. Also, students will be exposed to real life scenarios through programs such as Career Choices and real life experiences through community internships in their junior and senior years.

Effective For and Meets the Diverse Learning Needs of Students: Synergy Quantum Academy's instructional approaches (i.e., the direct-instruction model explained by Jeanne Chall and the *Teaching Like a Champion* techniques described by Doug Lemov) are research-based and have been proven to be effective with high-need populations.

Research Basis: Research and empirical evidence by a wide variety of sources support Synergy Quantum Academy's stimulating and academically rigorous educational program. Synergy Quantum Academy's reading program will address the elements of effective reading programs as outlined by **A Critical Mission** and 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. As was described by the SREB in **A Critical Mission**, experts now realize that reading instruction should not stop at the primary level but should continue through high school. Factors such as vocabulary instruction and reading comprehension instruction are described by Reading First and are still sound strategies

continuing into high school.

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

Synergy's Track Record: In addition to the previously described research that supports Synergy Quantum Academy's instructional methodologies, Synergy Quantum Academy will also build upon the instructional programs that have proven to be successful with elementary school students at Synergy Charter Academy and middle school students at Synergy Kinetic Academy.

2b. Prompt #3. Explain how your proposed school will meet A-G requirements.

Since Synergy Quantum Academy's vision is for students to attend the four-year college of their choice, the school's curriculum and graduation requirements are intentionally being designed to directly fulfill the University of California A-G requirements. If Synergy Quantum Academy students meet the school's graduation requirements, they will also meet the UC and CSU A-G requirements, which are as follows: A) History/Social Science – 2 years required, B) English – 4 years required, C) Mathematics – 3 years required, 4 years recommended, D) Laboratory Science – 2 years required, 3 yrs recommended, E) Language Other than English – 2 years required, 3 years recommended, F) Visual and Performing Arts (VPA) – 1 year required, G) College-Preparatory Electives – 1 year required. Appendix C outlines how Synergy Quantum Academy's subject requirements, graduation requirements, and UC and CSU admission requirements are correlated.

Synergy Quantum Academy knows that courses do not automatically meet A-G, but that there is an extensive approval process that is required. The school Principal will take the lead in this process. This includes writing syllabi for each class, obtaining a College Board number, and obtaining approval from the University of California, Office of the President (UCOP). The Principal will begin the approval process in January 2011 so that courses can be approved as soon as possible.

2b. Prompt #4. Outline the plan for WASC accreditation.

Synergy Quantum Academy plans to seek, obtain, and maintain accreditation from the Western Association of Schools and Colleges (WASC). It will follow the plan for WASC accreditation that was successfully used by Synergy's elementary school (Synergy Charter Academy) and middle school (Synergy Kinetic Academy). Synergy Charter Academy has recently received accreditation for 6 years, and Synergy Kinetic Academy received a 3-year accreditation in June 2010, at the end of its second year of operation.

In order to be considered for WASC accreditation, there are certain criteria that must be met. These criteria are organized into four categories: 1) Organization for Student Learning, 2) Curriculum and Learning, 3) Support for Student Personal and Academic Growth, and 4) Resource Management and Development. The petition for Synergy Quantum Academy was written with these criteria in mind. Therefore, we will be ready to apply for WASC Affiliation and the subsequent accreditation within our first year of operation. Our proposed timeline is below:

- August 2011 – Synergy Quantum Academy opens
- September 2011 – Submit our request for WASC Affiliation
- October 2011 to December 2011 – Convene a team (WASC Committee) of teachers, students, parents, and staff to help prepare for the Initial visit
- December 2011 – Complete and submit the initial visit school description report
- January 2012 – Visiting committee on campus

- June 2012 – Receive the report from the Initial Visit. Based on feedback from the Initial Visit, the WASC committee will help complete any modifications needed.
- July 2012 – Call a meeting of all stakeholders to hear the report from the Initial Visit.
- The WASC Committee and the school community as a whole will prepare and complete the Self-Study based on the WASC timeline. For example, if the school obtains WASC accreditation based on an Initial Visit, it will have three years to prepare the Self-Study.
- The final WASC visit will be scheduled no later than three years after the Initial Visit.

2bi. Autonomy:

2bi. Prompt #1. How curriculum and instruction autonomy maximizes student learning.

Since the schools of Synergy Academies are charter schools, they have been using curriculum and instruction autonomy successfully for the past seven years to maximize student learning as shown by the past results. Student needs are continually evolving, and as a charter school organization that has curriculum and instruction autonomy, Synergy Academies has been able to quickly make adjustments in order to meet those needs. As a result, Synergy Academies has been maximizing student learning in pursuit of its mission and vision.

Synergy Quantum Academy, which also has a mission of eliminating the achievement gap and has a vision of college admissions for its students, must also maximize student learning and use data to measure that learning. As a charter school, Synergy Quantum Academy will have the curriculum and instruction autonomy needed to use data to drive instruction and make adjustments to its curriculum and instruction in order to meet the diverse needs of its students.

Synergy Quantum Academy will have a culture of continual learning, and it is always conducting research and looking for best practices, whether those practices are innovative or traditional and time-tested. Synergy Quantum Academy's instructional practices will not subscribe to any single school of thought, but will focus our efforts on bringing together the best of all available pedagogy for our students' needs.

2bii. Prompt #1. If applicable, submit a timeline that outlines plans to develop curricula

Not Applicable - As mentioned above, Synergy Quantum Academy does not subscribe to a single school of thought but uses the best practices from a variety of existing curriculum. It does this because it recognizes that there is no such thing as a perfect curriculum. Instead, it will make full use of the best practices of its selected curriculum, and if there are gaps, it will fill those gaps by using supplemental materials from a variety of publishers.

Since Synergy Quantum Academy will make extensive use of existing standards-based curriculum and is not creating an entirely brand new curriculum completely from scratch, the curriculum will already be in place prior to the school's opening.

Beginning in January 2011, the syllabi for each of the content areas will begin to be developed by the Principal. The preparation of the syllabi will include any materials that have to be submitted to receive A-G approval from the UC system. Since there is the possibility that we will have 11th graders on campus, it is important to make sure that all of the core classes are transferable to the UC and CSU systems as soon as possible.

2c. Addressing the Needs of All Students:

2c. Prompt #1. Articulate how the proposed Instructional Program will reinforce a commitment to different methods of instruction to meet the needs of all students, including students of poverty, students with special needs, students with disabilities, gifted students, and English Learner (EL) and Standards English Learner (SEL) students.

English Learners and Standard English Learners Based on the target neighborhood's school profile, Synergy Quantum Academy anticipates having a high proportion of English Learners and is dedicated to serving their needs. Synergy Quantum Academy's founders are also sensitive to the needs of Standard English Learners, and one of the founders

has been trained in the Academic English Mastery Program (AEMP) via LAUSD. Therefore, Synergy Quantum Academy plans to train its staff to meet the needs of both its English Learner and Standard English Learner students. More specifically, English Learners and Standard English Learners will be supported through a combination of modified instruction, a supportive school culture, and additional academic support as needed. As mentioned earlier, Synergy Quantum Academy plans to use the state-adopted LANGUAGE! curriculum or similar materials to help its English Learner students acquire English language skills.

Synergy Quantum Academy may also use **QuickReads**, which builds fluency by delivering science and social studies content through the use of comprehensible text. **Step Up to Writing** provides instruction and practice in sentence structure, punctuation, grammar, and how to write a paragraph. When appropriate, Synergy Quantum Academy will also utilize the **English Language Development resources** that are provided by the textbook publishers that Synergy Quantum Academy may use for the four core curricular areas of language arts, mathematics, history-social science, and science. Teacher-created lessons based on AEMP may be additional resources provided to our students, with an emphasis on helping Standard English Learners. For example, students may engage in contrastive analysis lessons that empower students to “code switch” between Nonstandard Languages and Standard American English/Mainstream American English.

Teachers will receive professional development and will be familiar with appropriate methods for teaching English Learners, such as providing sheltered instruction using Specifically Designed Academic Instruction in English (SDAIE). When appropriate, Synergy Quantum Academy employees will participate in professional development opportunities with the employees of other Synergy Academies schools. Other support methods may include offering after school intervention programs, Saturday school, and/or summer school. Many activities may be hands-on rather than solely text based, thereby diminishing the reliance on reading and listening as the only learning modalities. For example, the school plans to teach hands-on science laboratory experiments as part of its science classes.

Synergy Quantum Academy will administer a home language survey to identify incoming students who may be English Learners and it will use the California English Language Development Test (CELDT) in accordance with SB 638 to identify English Learners, to monitor their progress in learning English, and to reclassify them when they become proficient in English. New enrollees will be tested within thirty (30) days of enrollment unless they were already recently tested in a different California public school.

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. Synergy Quantum Academy also designed its program so that all students will obtain access to the regular grade-level curriculum, but 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.

Academically Gifted Students Teachers are prepared to provide additional challenges for academically gifted 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 and learn from each other. Research

shows that people deepen their understanding of various concepts through the process of working with and teaching others.

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 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.

Students With Special Needs and Students With Disabilities: Synergy believes that all students deserve fair and equitable access to the curriculum, including students with special needs and students with disabilities. Support will be provided to students in accordance to their IEPs. Additionally, many of the strategies used for groups listed above, such as using comprehensible input, are also sound instructional strategies with students with special needs. Additional sound strategies including breaking down tasks into more manageable pieces, which is a strategy described in *Teach Like a Champion* by Doug Lemov.

Meeting the Needs of Other Special Populations Schools such as Synergy Quantum Academy that are located in Los Angeles have the unique opportunity to educate a diverse student population with diverse needs. Therefore, Synergy Quantum Academy plans to teach its staff to be sensitive to students' diverse and unique needs and differences and to use appropriate teaching strategies to meet different students' needs. In addition to the different strategies previously described above regarding meeting the needs of specific student populations such as English Learners, Standard English Learners, Socioeconomically Disadvantaged Students, Academically Gifted Students, and Students Achieving Below Grade Level, the school also plans to promote culturally responsive teaching and a culturally responsive school environment by utilizing a variety of instructional materials from diverse backgrounds such as African American, Latino American, and Asian American authors, artists, and/or historians. The school also plans to teach its staff and students to be sensitive to not only cultural and ethnic differences, but also gender, ability, and socioeconomic differences. Additionally, the school plans to create a safe and supportive school environment by having clear expectations of students' behaviors and teaching students explicit pro-social behaviors.

2d. Instructional Strategies:

2d. Prompt #1. Describe the instructional strategies that will be implemented at your proposed school to support the Instructional Program.

Synergy Quantum Academy knows that student learning is not just contingent on having a sound curriculum, but also knows that sound instructional strategies must also be in place. In other words, it does no good to have a great curriculum if you do not also have great teachers to implement that curriculum through the use of sound instructional strategies.

Synergy's Four Key Instructional Strategies: As mentioned earlier, four key strategies used at Synergy Quantum Academy are the same ones that helped Synergy Charter Academy become a national model for using sound instruction to improve academic achievement. These strategies are:

1. **Focus on Fluency:** The Southern Region Educational Board (SREB) published the report A Critical Mission: Making Adolescent Reading an Immediate Priority in SREB States, which 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. Additionally, Synergy expands the concept of “fluency” beyond the realm of reading into other areas such as math.

2. **Focus on Academic Language:** In order to help students gain confidence on academically demanding tasks, they must have a high degree of comfort with the academic language that these tasks require. This comes through consistent exposure and practice using academic language. Thus, teachers imbue lessons with rich, academic language so that students become comfortable with academic language. This is especially important in high school because we want to prepare our students for college-level work.
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.
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 necessitates that students have time for hands-on learning and *practice* and requires that students are always mentally engaged. 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.

Additionally, Synergy Quantum Academy uses several resources that guide its instructional practices. Three of these books are *Applying the Science of Learning* by Richard Mayer, *Teach Like a Champion* by Doug Lemov, and *The Academic Achievement Challenge* by Jeanne Chall. These three resources provide specific, proven strategies that have a tremendous impact on increasing student achievement.

Applying the Science of Learning: *Applying the Science of Learning* is a book currently used in the Doctorate of Education program at the University of Southern California Rossier School of Education. In the book, Richard E. Mayer describes the following: 1) The science of learning, 2) The science of instruction, and 3) The science of assessment.

Mayer explains numerous strategies in each of the areas above. For example, Mayer describes how to reduce extraneous processing (which leads to no learning and cognitive overload), manage essential processing (which is rote learning), and foster generative processing (which leads to meaningful learning).

Teach Like a Champion: *Teach Like a Champion* was written by Doug Lemov, the founder of the highly successful Uncommon School in New Jersey. Lemov’s books describes 49 techniques, and they are broken down into the following chapters: 1) Setting High Academic Expectations, 2) Planning that Ensures Academic Achievement, 3) Structuring and Delivering Your Lessons, 4) Engaging Students in Your Lessons, 5) Creating a Strong Classroom Culture, 6) Setting and Maintaining High Behavioral Expectations, 7) Building Character and Trust.

The Academic Achievement Challenge: Synergy Quantum Academy also uses the direct instruction model described by Jeanne S. Chall in *The Academic Achievement Challenge*. In the direct instruction model, the teacher is responsible for delivering a structured and sequenced curriculum. The direct instruction model is used because research has shown that the vast majority of students reach higher levels of achievement with this form of instruction, especially students with low socio-economic backgrounds.

2d. Prompt #2. Explain why these strategies are well suited to address the needs of the student population you plan to serve.

As explained in detail throughout this section, research and empirical evidence have proven that these strategies are effective with high need populations.

3. School Culture and Climate

3a. Description of School Culture:

3a. Prompt #1. Culture and climate envisioned, particularly as it relates to academic achievement, student motivation to succeed, personalization and safety.

Synergy Quantum Academy refers to its students as “scholars,” and it actively promotes a culture and climate that is in line with its vision of college admissions for its students.

Academic Achievement: Synergy Quantum Academy will create a culture in which academic achievement is valued and celebrated, and students are taught about college. For example, a tradition at Synergy’s middle school is for all incoming students to take a college campus tour to help them visualize their college goals and to help them understand why academic achievement is important.

Student Motivation to Succeed: Synergy Quantum Academy will motivate its students by helping them attribute their success to hard work and effort rather than external factors such as luck and circumstance. This approach is based on attribution theory, which was developed by Fritz Heider, Edward Jones, Harold Kelley, Lee Ross, and Bernard Weiner. Carol Dweck also explains attribution theory her book *Mindset: The New Psychology of Success*.

Personalization: Adolescents go through many changes as they develop their sense of self and personal identity. For example, the NMSA explains that young adolescents often “believe that personal problems, feelings, and experiences are unique to themselves.” Since personalization is such an important issue at this age, Synergy Quantum Academy will value each individual and help make them feel that their school experience is personalized.

Safety: The NMSA explains that successful schools for your adolescents are inviting, supportive, and safe. The culture will promote a safe campus in which interactions between and among students and adults demonstrate a high level of respect. The school will promote an environment that is free of bullying, harassment, and teasing.

3a. Prompt #2. Identify specific ritual, routines, activities, structures, etc. that will support the achievement of the culture and climate envisioned.

Welcome Assembly: Each school day starts with the Welcome Assembly where students and faculty join together to start the day. They recite the Pledge of Allegiance, the Learners’s Creed by Ernestine Miller, and the Synergy Creed by Randy Palisoc. The Synergy Creed states, “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.”

Scholar Lessons: At the beginning of each year, students are taught the Scholar Lessons, which are twenty concrete practices that students engage in order to have a scholarly campus. These are “hidden rules” of successful students that will be made explicit for students.

Dropout Prevention: Using the curriculum The Key to Dropout Prevention, we hope to instill in each student the idea that they can not only achieve a high school diploma but also look further into their futures by constructing a 10-year plan. Teachers will have access to each student’s ten-year plan and can provide support and encouragement along the way toward graduation. The Key to Dropout Prevention has been successful with helping students in grades eight and nine transition to high school and helping students plan for life beyond college.

Character Education: With the topic of bullying in the forefront of the headlines and on the President’s agenda, we will use Character Counts from the Josephson Institute as our main source of character development, and Discipline Without Stress by Dr. Marvin Marshall as our training method to aid teachers in developing strategies for classroom management.

3a. Prompt #3. Discuss how you plan to introduce and implement the rituals, routines, activities and structures with students, teachers, parents and other staff.

Incoming students will attend a Summer Bridge program so that they are introduced the school culture before the first day of school. During Summer Parent Orientations starting in June 2011, parents will learn about the expectations of the school and will learn about the

culture. Teachers attend a Teacher Training Academy over the summer, and the schools culture is discussed at that time. Other staff members are also an integral part of creating a positive culture, and they receive training over the summer along with the teachers.

3b. Student Support and Success:

If chosen together, Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools intend to pull together our Title I and Title III resources, wherever feasible, for items such as a Title I Coordinator, Title III Coach, professional development, and/or additional resources as deemed necessary for the success of our students. If chosen together, Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools will collaborate to provide support for struggling students via intervention programs such as after school tutoring, Saturday school, summer school, flex/seminar periods, and/or credit recovery classes. In addition, teachers will be expected to maintain an open line of communication with students' families via phone calls home, written notes home, and parent meetings, etc. We also plan to pursue partnerships with colleges such as Cal Poly Pomona, both with the possible large-scale WestEd partnership (see Section 9) and their College of Engineering Project Lead the Way, USC's Upward Bound, and Educational Talent Search programs. These efforts will scaffold our vision of the entire CRHS #16 campus as the academic, cultural, and social service hub for the community.

3b. Prompt #1. Describe exactly what student success means at your proposed school.

In an interview, a Synergy student once stated that Synergy not only wants students to do well in class, but that it also wants students to be good people. This insight captures how Synergy Quantum Academy defines student success. Not only do we want them to strive for high academic standards, but they should also have high moral and ethical standards, be hard working, respectful, and responsible. Student success also means preparing students for life after high school. We plan to use *Career Choices*, which asks students to draw up a ten-year plan so that they can define for themselves what success means.

3b. Prompt #2. How will your school motivate kids to come to school and stay in school?

Synergy Quantum Academy will motivate kids to come to school and stay in school by helping them feel successful in all aspects of their lives, including academically and socially. Helping students to feel successful academically involves providing them with the instruction that they need to do well in class, as well as teaching them that success depends on hard work and effort. From a social standpoint, helping students succeed socially includes teaching students about positive peer interactions and teaching empathy.

3c. Social and Emotional Needs:

3c. Prompt #1. Programs, resources and services (internal and external) that your proposed school will provide in order to meet students' social and emotional needs

The book *This We Believe: Keys to Educating Young Adolescents* by the National Middle School Association (NMSA) describes lessons learned about adolescents over the past 35 years and gives advice for schools to be successful. Based on these findings, Synergy Quantum Academy will provide a number of programs for its students outside of academics. Synergy Quantum Academy will implement a character education program such as Character Counts, Wise Quotes, and School Days. These programs cover topics including positive peer relations and bullying. Students will have opportunities to develop their identity and independence through clubs, after school programs, and organizations such as ASB. Counseling will also be provided to students to help them cope with social and emotional needs.

If chosen together, Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools intend to pool categorical or other funds to hire a Pupil Service and Attendance Counselor (PSA), Psychiatric Social Worker, and Community Representatives. We also intend to pool categorical or other funds to create a state-of-the-art technology lab and library/media center/reading enrichment zone.

Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools would like to offer an athletics program for the entire campus that is overseen by an Athletic Director. If chosen together, we will conduct a feasibility study to determine what sports we can offer based on cost and the type of athletics space on the campus. We also intend to work together so that all the administrators share in the responsibilities of supervising duties for after school clubs, athletic events, dances, etc. The administrators from each school as well as any shared administrators will determine how to share these responsibilities such as having a rotation schedule or having administrators select specific types of events, clubs, and/or sports that they are responsible for.

3c. Prompt #2. How students will be identified and monitored on an ongoing basis

We will use the SST as a means of identifying which students are in need of support. This includes students outside of the IEP process. An adult, usually the classroom teacher, would begin the process by noting that student is in need of services and/or support. This information would be passed onto the Student Success Coordinator, who along with the Principal is in charge of monitoring students on an ongoing basis. Additionally, students and parents can speak to school staff to request assistance.

3c. Prompt #3. Describe how the effectiveness of these programs will be measured.

The effectiveness of the program will be measured by conducting interviews and anonymous surveys of those that are served. This will provide feedback to improve the programs. Other measures include the attendance, then number of office referrals, number of students needing less support, the number of students who turn their grades around, and the number of students who assume more responsibility for their work.

3d. College and Career Readiness:

3d. Prompt #1. Describe the specific programs that our proposed school will provide to expose students to college and career opportunities as well as support them to be successful in whichever pathway they chose.

Seminar/Flex classes are key conduits to expose students to college and career opportunities. During seminars, students will be exposed to colleges nationwide. Field trips to colleges both locally and nationally (funding permitting) will be arranged. Students will learn about college entrance exams. College nights will be held to inform the families and students about the opportunities a college education hold for them.

College counseling will be done by either the college/guidance counselor, if this position is available (see more details below about how we plan to share this position with the other small schools), or by both Dr. Barbara Shannon and Mr. Randy Palisoc. Teachers will receive the necessary materials to provide students with information about college choices during Seminar. A college center will be available where students can browse information, such as college catalogs and brochures about financial aid. We are in the process of forming partnerships with local colleges such as USC, Cal Poly Pomona, and LA Trade Tech. In addition to exposure to college opportunities, students will learn about career options as well, should they decide to go in that direction after high school. They will learn topics such as resume writing and how to be responsible by maintaining their own schedule.

As described earlier, we would like to share a College and Career Counselor with the other small learning communities on the campus. The College and Career Counselor will maintain the College and Career Center, a drop-in facility with functioning Internet-connected computers and a printer that may be used by the entire student body. The Center will be open every school day, including during both lunches and for a minimum of one hour after school. Students will visit the Center for all types of college and work-related assistance, especially for help with college applications, SAT/ACT registration, scholarship applications, financial aid forms, career tests, job leads and searches, work permits, and recommendations for scholarships, EOP, and college admissions. The College and Career Counselor utilizes classroom presentations, email (including targeted mass emails to students), the school web

site, posters and flyers, robocalls, and staff memos to publicize college and career-related opportunities to the CRHS #16 community. The College and Career Counselor will cultivate and maintain positive relationships with college, non-profit, SAT preparation, and scholarship contacts who give presentations at CRHS #16, attend school events like college fairs and evening workshops for parents, and generally share information and/or make their services available to CRHS #16 students. The College and Career Counselor will also serve as a contact for employers who want to hire CRHS #16 students for internships and jobs and will also publicize job and internship opportunities. The College and Career Counselor will organize several large-scale college and career-related events, such as field trips for entire grade levels and college fairs for the entire campus, each year.

In addition, the College and Career Counselor will coordinate the GATE, PSAT, SAT, and AP programs at CRHS #16. Each of these roles includes an extensive subset of responsibilities. The College Counselor will coordinate and assist two USC Trio programs, Upward Bound and Educational Talent Search, that will be based in the College Center and will provide college readiness services to CRHS #16 students. The College Counselor will fulfill numerous additional responsibilities, including assisting students with obtaining NCAA eligibility, processing transcript requests (including all official transcripts for college admissions), and processing transcripts for the UC's Eligibility in the Local Context program. Furthermore, the College and Career Counselor will assist recent CRHS #16 graduates with various forms, financial aid applications, and other issues.

3e. Parental Involvement:

3e. Prompt #1 and #2. Discuss strategies to authentically and meaningfully engage parents and guardians in their children's education. Describe in detail the program resources that the proposed school will provide for parents and guardians.

Open communication between the families and the school is very important. Before the school year begins, parents will be invited to a Parent Orientation. Teachers communicate with parents or guardians on a daily basis through the use of student agendas. An open-door policy with the leadership team will be maintained. Parents will receive reports of their child's academic progress approximately every four weeks. Parents will also be invited to campus for parent/teacher conferences and parent-centered activities such as "Coffee with the Principal." We will also continue to use weekly bilingual newsletters to communicate with families. A bulletin board will be used to post communiqué with parents and we work with the other small schools to create a Parent Center on campus.

Collaborative meetings for parents from all four small schools on the campus will be held each quarter to inform the parents about their role in their child's education and how parents can work together with the school administration and teachers. A 9-week campus-wide parent workshop series based on the National Council of La Raza's Padres Comprometidos curriculum will be offered. Additionally, parents will be encouraged to become active participants in our school's Parent Council, English Learner Advisory Council (ELAC), or School Operations Committee (School Site Council).

3f. School Calendar/Schedule:

3f. Prompt #1. Provide a copy of and describe the proposed school calendar and daily schedule for both faculty and students.

Since we are collaborating with LAUSD schools, Synergy Quantum Academy will follow the LAUSD traditional calendar of 180 days of instruction. See Appendix A for a copy of the proposed LAUSD 2011-2012 traditional school calendar.

Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools have narrowed down our potential daily bell schedules for both faculty and students to two possibilities: 1) a traditional 6-period day, and 2) a 4 x 4 block schedule -- with 8 classes running over two days -- very similar to the one used now at Jefferson High School. See Appendix B for a copy of each schedule.

In both schedules, we would have two seminar/advisory and two lunch periods, alternating. We feel the seminar/advisory would be the best way to provide graduation counseling/drop-out prevention and academic intervention services to our students. While we are all very excited by the possibility of the 4 x 4 block schedule, we have a few questions about programming students for specific courses, and we're not sure of its affordability for us, or our partners because this schedule requires more teachers than average. As such, we would like to work closely with our potential partners on campus to choose a bell schedule together during the implementation process, when the logistical and financial picture becomes clearer. Our overriding concern is to ensure that, as a result of our collaborative partnership, students can take specific academic-need and elective courses at any of the small schools, and we feel this is the best way to accomplish that.

3f. Prompt #2 In your response, please discuss how student and faculty will be grouped for instruction; the target class sizes and teacher-student loads; and how the proposed schedule promotes student achievement.

How Students and Faculty Will Be Grouped for Instruction: A number of grouping strategies will be used depending on the instructional needs of students. For example, both homogeneous and heterogeneous grouping will be used. Homogenous grouping will allow students who are performing at approximately the same level to be grouped together, allowing the teacher to more effectively key in on academic challenges that the students have in common. Conversely, heterogeneous grouping may also be used in different settings so that higher-performing students and lower-performing students can learn from each other.

Faculty are assigned to students based on student needs. For example, more experienced teachers who are stronger at instruction may be assigned to work with struggling students because these teachers are better equipped to address the instructional needs of this group of students.

Target Class Sizes and Teacher-Student Loads: The Morgan-Hart Class size Reduction Act *California Education Code sections 52080-52090* provides funds to school districts who participate in reducing the class size in Grade 9 English and one other ninth grade class required for graduation, either science, mathematics, or Social Studies. The 9th grade English class cannot have a ratio greater than 20:1, and participating class cannot have a ratio greater than 22:1. However, due to budget constraints, our class sizes will be closer to 30:1, and the teacher-student load will be between 125 to 140 students.

How the Proposed Schedule Promotes Student Achievement: As described above, 1) less time is lost moving from class to class, 2) it allows students more time to prepare for each class, 3) it allows long blocks of uninterrupted time for instruction, and 4) it allows for a Seminar period where intervention as well as enrichment activities can take place. Since the school anticipates having a large number of students coming to the school performing below grade level (based on the data in Table 3), Synergy Quantum Academy teachers will have more time to differentiate instruction during the regular school day via the Seminar and HOUSE periods.

3fi. Autonomy:

3i. Prompt #1. How school will use scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty/staff.

As a charter school, Synergy Quantum Academy has scheduling autonomy to maximize learning time for students and collaborative planning and professional development for the faculty and staff. The school is in charge of scheduling, and can allocate time as necessary.

3g. Policies:

3g. Prompt #1. Describe and/or attach the proposed school's policies as they relate to promotion, graduation and student discipline.

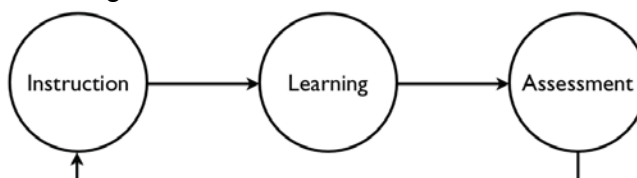
Please see **Attachment ?** for the school's promotion, graduation, and discipline policies.

4. Assessments and School-Wide Data

4a. Assessment Philosophy:

4a. Prompt #1: Explain the proposed school's philosophy on student assessments.

Synergy believes that assessment is an extricable element of the education process. According to Richard Mayer in *Applying the Science of Learning*, the central mission of education is to help people learn, and assessment is needed to determine whether that mission is being accomplished and whether people are indeed learning. Mayer describes “The Big Three” as consisting of Learning, Instruction, and Assessment, which are shown below.



Mayer's figure explains that learning is in the center of the education process and that effective instruction is intended to cause learning. The figure further shows an arrow leading from learning to assessment because assessment provides feedback as to what was learned. Additionally, an arrow leads from assessment back to instruction because assessment is useful for responding to student needs and for planning for future instruction. Mayer explains that since not all instruction is equally effective, there needs to be a means to determine what works best.

4a. Prompt #2. Provide evidence that proposed school's assessment philosophy is research-based and is aligned with the school's proposed Instructional Program.

Synergy's school assessment philosophy has already been working extraordinarily well in actual practice for the past seven years. Synergy schools pride themselves as being data-driven. As a result, its students have shown great academic progress. For example, Synergy Charter Academy won a 2010 National Blue Ribbon Award, which is the highest honor that an American public school can earn. Additionally, the newer Synergy Kinetic Academy is already establishing a legacy of its own and earned an API of 802 in just two short years.

In addition to using *Applying the Science of Learning* as the research basis behind its assessment philosophy, Synergy also uses *A Taxonomy for Learning, Teaching, and Assessing* by Lorin W. Anderson and David R. Krathwohl. The taxonomy provides practical guidance for accurately assessing student learning. For example, according to the taxonomy, a student who studies only by memorizing definitions on flash cards may do well on multiple choice questions which typically assesses *factual knowledge*. However, the same student may do poorly on essay questions because essays typically assess *conceptual knowledge*. The taxonomy explains that the type of assessment used must match the type of knowledge being assessed.

4b. Prompt #1. Autonomy:

4b. Prompt #1. Describe how the school will use assessment autonomy to maximize student learning.

Since Synergy Quantum Academy is a charter school, it has the autonomy to make quick decisions that maximize student learning. For example, the schools of Synergy Academies have been using the Scholastic Reading Inventory (SRI) for five years to assess reading achievement. When Scholastic released the Scholastic Math Inventory (SMI), Synergy was able to make a quick yet thoughtful decision to implement this assessment as well. Synergy Quantum Academy also has the autonomy to provide common planning time so that teachers can use assessment data to guide instruction and quickly respond to student needs.

4c. Student Assessment Plan:

4c. Prompt #1: Describe the school-wide assessment plan for the proposed school.

Synergy Quantum Academy will use a variety of curriculum-aligned and standards-aligned formative and summative assessments since no single measure can paint a complete picture of student achievement all by itself. Also, since student learning is a constantly fluctuating measure, Synergy will use assessments on an ongoing basis so that teachers always know what students are learning.

The different assessment methods selected will ensure that the assessments guide instruction and that there are no surprises at the end of the year. For instance, since assessment will occur throughout the year, teachers will be able to immediately implement new strategies or re-teach lessons based on their students' current assessment data. Additionally, students may be recommended for intervention programs (i.e., after school intervention, Saturday school, and/or summer school) based on the results of on-going assessment data. As a result of Synergy Quantum Academy's on-going assessments, teachers, parents/guardians, administrators, and students should always know how well students are performing based on grade-level state standards at any given point in time. They should not need to wait until the end of the year to find out how well students are performing. Assessment data will also be used throughout the year to help determine professional development needs so that teachers can obtain the help and support they need in order to assist their students in a timely manner.

4c. Prompt #2: What formative and summative measures will you use to determine student progress and success?

Formative Assessments: Rather than waiting until the end of the year to measure outcomes, Synergy Quantum Academy uses formative assessments throughout the year. Teachers use publisher-created assessments that are included in the curriculum that the school purchases. Teachers also use teacher-created tests to assess skills not already covered by publisher-created tests. Formative assessments are often administered weekly, biweekly, and/or monthly, depending on the test and the subject. Technology may also be used for formative assessments. The Scholastic Reading Counts program is a technology-based assessment that Synergy's schools use to provide weekly analysis of students' reading comprehension. Additionally, teachers use formative assessments constantly throughout the day during the course of their lessons. When teachers ask students questions to check for understanding during the lesson, notice where students are confused, and clarify a concept, they are using a form of formative assessment and instantly making instructional adjustments.

Summative Assessments: Summative assessments will include publisher-designed and/or school-designed assessments. Teachers will compare students' growth in core assessments at the beginning of the year versus the end of the year. Additionally, since assessment occurs throughout the year, there should be no surprises at this point. Summative assessments can also be technology-based such as the Scholastic Reading Inventory (SRI) and the Scholastic Math Inventory (SMI). SRI tracks students' independent reading levels (Lexiles) over time. SMI monitors students' math abilities over time. State mandated summative assessments include the California Standards Test (CST), the California English Language Development Test (CELDT), the California High School Exit Examination (CAHSEE), and the California Physical Fitness Test.

4c. Prompt #3: Include a table that details specific authentic formative and summative assessments (benchmark assessments, developmental screenings, unit exams, state-required exams, portfolios, etc.) that will be used for each grade level, the timing of their administration, the rationale for their selection and their intended purpose.

Assessment	Timing/ Frequency	Grades Assessed	Rationale/Intended Purpose
Teacher Observation	Daily	9 th , 10 th , 11 th , 12 th	Formative assessment that provides immediate feedback on student learning so that teachers can adjust instruction as needed to meet students' needs
Quizzes, Chapter and Unit Tests, Lab Write Ups, Projects, Writing Assignments	Varies, depends on the subject and assessment tool; at least once every 10 days	9 th , 10 th , 11 th , 12 th	Formative assessment that provides timely feedback regarding student learning
Periodic Assessments such as the SRI and SMI	3-4 times per year	9 th , 10 th , 11 th , 12 th	Summative assessments that provide immediate feedback either instantly via a computer such as the SRI and SMI that assess reading and math abilities, respectively, or within a few days. The main purpose is to track students' growth over time.
Physical Fitness Test	Once a year	9 th	Summative assessment that evaluates students' overall physical fitness
California Standards Test	Once a year	9 th , 10 th , 11 th , 12 th	Summative assessment that evaluates students' proficiency levels in a variety of core subjects
CAHSEE	Once a year for 10 th grade, 3 times a year for 11 th grade, and 5 times a year for 12 th grade	10 th , 11 th , 12 th	Summative assessment that evaluates whether students have 9 th grade English Language Arts and 7 th grade math skills
CELDT	Once a year for English Learners	9 th , 10 th , 11 th , 12 th	Summative assessment that monitors English Learners' English Language Development

4d. Assessment Development:

4d. Prompt #1. If applicable, submit a timeline that outlines plans to develop curricula for the proposed school prior to opening.

Not Applicable - Since Synergy Quantum Academy will purchase existing curricula that already comes with assessments, the curriculum and assessments will already be developed prior to the school opening. Since Synergy's principal will already be in place in the spring prior to the school's opening, the principal will be in charge of creating the initial pacing plans and course syllabi so that when teachers are hired, they will not have the additional stress of having to create an entire curriculum, instructional sequence, and assessments from scratch. However, in the spirit of autonomy, teachers will still be able to provide their feedback and work with the principal to modify the curriculum and assessments to meet their students' needs.

4e. Data collection and Monitoring:

4e. Prompt #1. Describe the school-wide data collection and monitoring plan.

The school's administration will coordinate the collection and monitoring of pupil achievement data. The school will use technology and centralized databases to manage the vast amount of information that are part of the assessment system. Data will be collected via the LAUSD Secondary Information System (SIS) and Illuminate Student System (SIS) and Illuminate Data and Assessment Management System™ (DnA) which provides reporting tools and graphs that assist in the analysis of data. These systems not only allow for the collection of data, they allow staff to run reports in order to analyze the data and make it actionable.

Teachers will be issued a networked laptop computer so that they can use a browser to enter assessment data. The Illuminate Data and Assessment Management System allows for individual student answer sheets to be scanned into the computer to be automatically be graded and have scores automatically posted to the teacher's grade book. The data in the grade book will then be used to generate quarterly report cards.

Reports can also be run on the system that can help identify students in need of intervention based on their assessment results. This way, intervention classes can be scheduled in response to students' instructional needs.

4e. Prompt #2: What data, including ISIS, will the school collect to measure student progress?

Many types of data will be collected to measure student progress. For example, data on students' English Learner classification will be collected using the District's ISIS system. This allows for English Learners to be identified so that teachers can differentiate instruction for them in consideration of their language needs.

Since Synergy Quantum Academy will be using a centralized student information and assessment system, teachers will maintain their grade books online. Teachers will take attendance on their laptops, enabling the administrators and the office staff to identify students who are absent or tardy. This way, the school can quickly follow up on students and make sure that they not missing any school. Teachers will collect data on student performance, including grades on homework assignments, quizzes, classroom assignments, projects, chapter tests, and unit tests. Additionally, teachers will track student behavior on their computers as well.

By keeping track of attendance, grades on assignments, and student behavior on the same system, it helps paint a more complete picture of a students, makes it easier to measure their progress, and facilitates adjusting instruction to meet their needs.

4e. Prompt #3. How will the school use this data to inform programmatic and instructional decisions, assess student needs, intervene with students who need additional help, improve instruction, make adjustments to curricula and other school components and inform professional development.

Inform programmatic and instructional decisions: Collecting data using a centralized system allows for the aggregation of data, which helps inform programmatic and instructional decisions. For example, if the results of a reading assessment show that a group of students is struggling with reading comprehension, these students can be group accordingly, and a program can be designed to address their specific instructional needs

Assess student needs: The data system allows specific analysis of student needs. For example, if students are struggling with reading comprehension, the data may reveal that students are having trouble with a specific area of reading comprehension, such as understanding figurative language.

Intervene with students who need additional help: As mentioned before, since Illuminate makes it easy to identify groups of students who are struggling, an interventions can be planned to address their needs. These interventions may take place in the classroom since the teacher will know exactly who is struggling, or interventions can take place outside of the regular school day, such as after school, during Saturday school, or during summer school.

Improve instruction: Illuminate allows teachers to conduct error analysis to better understand why students are making certain mistakes. It not only shows how many students got a specific question correct or wrong, but it also shows teacher how many students picked a specific answer choice. For example, if the correct answer choice to a math question is choice C, but most student picked choice B, the teacher can analyze the responses to determine why so many students picked the same wrong answer, and he can re-teach the concept accordingly.

Make adjustments to curricula and other school components: As shown above, data can be used to quickly make adjustments to the curricula and instruction. Additionally, other school components can be adjusted as well since the data system combines information from attendance, student performance data, and student behavior data. This includes the creation on intervention programs, following up on students who are struggling because of inconsistent attendance, and providing support to students who are struggling academically because of behavior issues, or vice versa (have behavior issues because they are struggling).

Inform professional development: The data system can also be used to inform professional development. For example, assessments may reveal that ninth grade English students in a particular class are performing well, and the teachers may not know how to challenge them. In this case, professional development will be planned to help teachers provide extension or enrichment activities.

4f. Graduation Requirements:

4f: Prompt #1: Describe the proposed graduation requirements, including how student progress will be measured to determine readiness to graduate.

Each student will take a total of 7 classes. Each course is worth 5 credits per semester except House/Advisory, which is worth 1.5 units per semester. Therefore, each student must complete at least 60 units in order to be classified at the next level, i.e. from freshman to sophomore level. Students will be promoted after they have completed the necessary units for that grade level. For some students the 7th class will be an intervention for others it will be enrichment. All students are required to complete 240 units to graduate. All students must complete 170 units in the core classes, 40 units of Seminar, 10 units of STEM, and 20 units in electives/other. Aside from the units, they must also pass the CAHSEE and/or other test(s) that are required by the state of California for a public high school diploma, obtain 40 hours of community service and apply to at least 3 universities/colleges.

The Illuminate Student Information System will be used to measure student progress and determine readiness to graduate. The system will keep track of each students' transcript to make sure the required courses are successfully completed on a timely basis.

5. Professional Development

5a. Professional Culture:

5a. Prompt #1: Describe the professional culture you envision at the proposed school.

Synergy Quantum Academy believes that teachers and the school itself must be lifelong learners just as much as their own students. This expectation is consistent with Standard #6 (Developing as a Professional Educator) of the California Standards for the Teaching Profession, which is published by the Commission on Teacher Credentialing. Specifically, standard #6 of the California Standards for the Teaching Profession is as follows:

Standard 6: Developing as a Professional Educator

- 6.1 Reflecting on teaching practice in support of student learning
- 6.2 Establishing professional goals and engaging in continuous and purposeful professional growth and development
- 6.3 Collaborating with colleagues and the broader professional community to support teacher and student learning
- 6.4 Working with families to support student learning
- 6.5 Engaging local communities in support of the instructional program
- 6.6 Managing professional responsibilities to maintain motivation and commitment to all students
- 6.7 Demonstrating professional responsibility, integrity, and ethical conduct

As you can see, teaching is not just a career for oneself, but it is also a commitment to others, including students, families, and fellow teachers. Synergy Quantum Academy has established a culture where teachers see this commitment not as a burden, but as a source of pride. They embrace professional development because they see it as an opportunity to add to their repertoire of skills as a professional educator. Since they are working toward a shared vision of student achievement, they are excited to collaborate with each other as they share their struggles and successes in an effort to make each other stronger as educators.

5a. Prompt #2: Explain how the professional culture you envision reinforces the Instructional Program outlined above.

Synergy recognizes that having a sound instructional program alone is insufficient at raising academic achievement, and that you need strong teachers to deliver the curriculum. The professional culture envisioned seeks to develop master teachers who can masterfully support the instructional program. Since the impact of the instructional program is correlated with the effectiveness of the teacher, it makes sense to build a strong professional culture.

5a. Prompt #3: Identify activities and structures that will support the achievement of the professional culture envisioned.

Teacher Training Academy: The Teacher Training Academy has been the centerpiece of Synergy Academies' professional development for the past seven years. In the spirit of creating a "sense of synergy" where the entire school community is focused on student achievement, every single Synergy employee in the entire organization, including support staff, attends the first day of the Teacher Training Academy. This is where everyone is reminded to the school's vision of student achievement, and it gives a sense of purpose and meaning that drives the staff for the entire rest of the year. During the Teacher Training Academy, the expectations for the year are laid out, and teachers know that throughout the year, professional development will be focused on student achievement.

Ongoing Weekly Professional Development: Professional development occurs every Tuesday after school. Teachers know that this is a consistent time in which the teaching staff

gets together to reflect on the previous week and to plan for upcoming weeks. The weekly professional development consistently refers back to the major themes and concepts that were discussed during the summer Teacher Training Academy. The format varies from whole group to grade level meetings to department meetings, depending on the topic.

Lesson Study: Lesson study is a professional development process used to help teachers examine their practice. Teachers plan a lesson, deliver the lesson in an actual classroom, observe the lesson, and analyze its effectiveness. To facilitate the observation phase, lessons may be videotaped. Having teachers conduct lesson studies of themselves shows that the school values their opinions of themselves and of each other.

Mentoring and Coaching: Mentoring and coaching are provided to teachers so that they can learn from a more experienced educator. The mentor or coach work with teachers in a non-evaluative setting so that they feel safe sharing and struggles that they may have and can give and receive honest feedback.

Conferences and Workshops: The school sends teachers to conferences and workshops so that they can learn from experts outside of the school. Investing in their training communicates to teachers that their professional growth is valued. Upon returning to campus, teachers are then expected to share what they learned with their peers.

5a. Prompt #4: Discuss how you plan to introduce the activities and structure to teachers.

These structures and activities will be introduced throughout the year. During the interview and hiring process, the leaders outline the vision and goals of Synergy Quantum Academy. This way, applicants know the culture of the school upfront and can factor that into their decision to work for the school. Those who accept a teaching position do so with a full understanding of what it means to be an educator at Synergy.

Teachers will receive training during the weeklong Teacher Training Academy. During that training, the expectations for the year are laid out. Administrators will receive training during the two-day Leadership Academy, and the Support staff will receive training during the two day Support Staff Training. During weekly training and during mentoring and coaching sessions, professional development opportunities that come up such as conferences and workshops are discussed.

5b. Professional Development:

5b. Prompt #1: Describe what effective Professional Development (PD) will look like at your proposed school.

Synergy Quantum Academy will use an on-going program of professional development that engages in capacity building to ensure that teachers have the skills to deliver the school's instructional program. The year will begin with teachers coming together to discuss student data. Throughout the year, we will continue to look at different data sets as a means of marking our areas of successes and areas where more work is needed. A reference that will be made available to teachers is *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* by Laura Lipton and Bruce Wellman. This will be followed by a discussion on supporting English Language Learners using Sheltered Instruction and Scaffolding Instruction. These two areas are critical in order to effectively use SIOP and/or SDAIE strategies in every content area.

Our goal is to have all students proficient in English before they leave high school. 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.

Teachers will be actively involved in curriculum development and receive training prior to the start of each school year. Summer reading may include *Culturally Responsive Teaching: Theory, Research, & Practice* by Geneva Gay, and *Teach Like a Champion* by Doug Lemov. These books will, in part, help teachers consider using multiple modalities, multiple assessments, and multiple entry-points so that all students can meet the standards. All teachers will receive a guide from the *Career Choices* program by Mindy Bingham and Sandy Stryker.

Weekly meetings will be held to implement an on-going professional development plan and to create an atmosphere of professional dialogue about various issues. Synergy Quantum Academy will arrange for training from a variety of professional development providers in addition to using in-house expertise. One of Synergy Quantum Academy's founders, Meg Palisoc, has been trained in LAUSD's special education administrator training program for Assistant Principals, Elementary Instructional Specialists (AP-EIS). Thus, Meg Palisoc or one of Synergy's Resource Specialist Teachers can provide professional development in special education, including understanding the IEP process.

Whenever possible, professional development will be provided by the publishing companies and/or by content area experts (guest speakers) on how to use and teach the specific instructional programs selected by the school. For example, the school has already consulted with an LAUSD Secondary Literacy Specialist regarding its language arts curriculum. Experienced teachers and the administrators can also lead professional development based on their personal teaching experiences, research, and observations. Beginning teachers will receive extra support through BTSA (Beginning Teacher Support and Assessment).

Synergy Quantum Academy plans to designate funds for conferences such as the annual California Charter Schools Conference and other outside professional development. Synergy will encourage every teacher to belong to one professional organization in her/his content area and to consider attending a local or national conference every two years such as attending the National Science Teachers Association (NSTA) conference or the California Mathematics Council (CMC) conference. Throughout the year, teachers may have the opportunity to conduct peer observations as a part of Lesson Study or Critical Friends.

Additional details of the school's professional development plan and specific professional development providers will be determined throughout the year by the students' and teachers' needs. During the first year of operation, there will be many subjects and topics that need to be covered but realistically not all the topics can be covered all at once. Thus, the school will have to prioritize its professional development plan and make changes as necessary based on teachers' and students' needs.

5b. Prompt #2: Identify the school's goals and strategy for ongoing PD.

Synergy Quantum Academy's goals for ongoing professional development are two-fold: 1) Set a high standard of teaching, and 2) help teachers get from their present level of performance to the level of a master teacher. Since teachers have varying levels of skill and experience, Synergy Quantum Academy will use the strategy of the gap analysis model to help teachers continually improve and work toward the level of a master teacher.

Synergy Quantum Academy will use a simplified version the gap analysis model used in the Rossier School of Education at USC and described in *Turning Research Into Results: A Guide to Selecting the Right Performance Solutions* by Clark and Estes. A simple version of the gap analysis model has the following steps:

1. Identify the desired level of performance
2. Describe the actual level of performance
3. Assess causes of the gap between desired performance and the actual performance
4. Come up with solutions to close the gap

This model is important because all too often, people identify a gap, then jump straight to a solution to close the gap without understanding the cause of the gap. As a result, people end up implementing the wrong solution. In the gap analysis model, the causes of the gap must be analyzed first before any solutions are recommended. Using the gap analysis model allows teachers to reflect thoughtfully on the situation and be more deliberate about coming up with solutions.

5b. Prompt #3: Explain how the PD plan will be driven by data to build coherence and support the instructional program as well as build capacity to improve teaching and learning, school performance and student achievement.

The student information and data system that will be used is a centralized system that will aggregate data from the entire school over multiple years, and every teacher will use the system. This allows the instructional program to develop instructional coherence throughout the school. For example, the system allows for the use of longitudinal data in which students are monitored over several years as they progress from one year to the next. The system will show how a student is performing in each subject in the 9th, 10th, 11th, and 12th grades. If an entire class of English students performs well in 9th and 10th grades, but suddenly starts performing poorly in the 11th grade, the data may indicate that there is a problem in the 11th grade that needs to be addressed. In this way, the school can help to make sure that the quality of instruction is consistent throughout the grade levels and that everyone is on the same page. This builds instructional coherence and support for the instructional program.

The professional development plan is also meant to build capacity in an effort to improve teaching and learning, school performance, and student achievement. By identifying gaps that teachers need to work on, they become more skilled and can be more effective at addressing instructional challenges that arise in the future.

5b. Prompt #4: How will the PD program be differentiated to support teachers at various stages?

Beginning teachers have a high need for more guidance and mentoring. For this reason, they will be provided support through programs such as BTSA (Beginning Teacher Support and Assessment), and they will be assigned a mentor teacher. During the Teacher Training Academy that occurs over the summer, new teachers will come in for additional days of training to bring them up to speed with more experienced teachers.

In the interest of lifelong learning, teachers with more skill and experience also need professional development that addresses their unique needs. For example, they need time to reflect on themselves and think about how they can continually improve. If they do not, there may be a tendency to fall into a routine and stagnate as an educator. Therefore, more experienced teachers will receive professional development that is differentiated for their needs.

5c. Teacher Orientation:

5c. Prompt #1: Describe the induction program for new and existing teachers.

Synergy Quantum Academy will conduct a Teacher Training Academy over the summer before the school year begins. All teachers, including new and existing teachers, are required to attend. The Teacher Training Academy lasts between three to five days in August, after the scores from the previous year's California Standards Test have been released.

The first day of the combined training starts off with a data-driven session in which each school's previous performance results are reviewed. Once students' needs and causes are identified, the school's instructional philosophy and strategic plan to address these needs for the upcoming school year are then presented. Going over data first and identifying student needs

helps to better prepare teachers to deliver the curriculum. For example, if the data shows that using visual models helped struggling students to improve by making abstract concepts more concrete, then teachers will better understand this part of the curriculum.

Additionally, the combined training sets the stage for vertical teaming and cross-grade-level collaboration, including both within the school and between schools. This is beneficial for teachers at all grade levels. For example, upper grade teachers get a better understanding of what their students should have learned in the past, and lower grade teachers get a better understanding of what their students will be expected to learn in subsequent grades. When teachers see instruction outside of their own grade level, it leads to greater instructional coherence between grade levels. It also gives teachers a better idea of how to differentiate instruction if students are performing below grade level or above grade level.

After the combined training involving all schools, subsequent sessions are then broken up according to grade level so that needs specific to a certain grade span can be addressed.

In addition to the Teacher Training Academy that is required for all staff, new teachers also attend a New Teacher Training Academy. This training is meant to bring new teachers up to speed with the school's instructional philosophy and to acquaint them with student needs. New teachers may observe in summer school classes so that they can see instruction in action. They may also help to lead these classes under the direction of a more experienced teacher.

During the weeklong Teacher's Summer Academy, teachers will be exposed to the many resources and expertise available within the organization. As mentioned above, Meg Palisoc, co-founder of Synergy Academies, can assist with leading the answering and clarifying any issues dealing with Special Education. Randy Palisoc, Co-founder of Synergy Academies, teaches all teachers how to teach basic math and reading, using phonemic awareness and syllabication. Jennifer Epps, Director of Synergy Charter Academy lead teachers through how to put together a yearlong syllabus. Barbara Shannon, Director of Synergy Quantum Academy will lead the discussion on classroom management.

5c. Prompt #2: Discuss how this program will prepare teachers to deliver the proposed curriculum, utilize the instructional strategies and differentiate instruction.

The teacher orientation prepares teachers to deliver the curriculum, utilize the instructional strategies, and differentiate instruction by providing them background knowledge and the rationale for Synergy's approach. When teachers are provided with a rationale, the better understand a concept and are more likely to implement the concept.

At a past orientation, the concept of fluency and its impact on reading comprehension was explained. Teachers listened to audio samples of students who read the same passage, but with varying levels of fluency. When listening to the audio samples, teachers noted that they had a much easier time comprehending the student that read with full fluency than the student that read with partial fluency. Since teachers had a better understanding of the profound impact of fluency on their own comprehension, they saw the value of teaching fluency to their students.

5d. PD Calendar:

5d. Prompt #1: Provide a tentative PD calendar/schedule that illustrates your allocation of time for PD activities throughout the year, including summer and collaboration time during the school day. The calendar should include the areas of focus in support of the instructional program and the format of the PD.

August/September: Classroom Management, Developing a School Culture, Culturally Responsive Teaching, and 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; English Language Arts Instructional Strategies; Math Instructional Strategies; Science, History/Social Science, STEM, and the Arts Instructional Strategies; special

education training will include Student Success Team (SST) meetings and information about Individualized Education Programs (IEPs); overview of all of Synergy Quantum Academy's instructional materials and programs; CELDT Test training

October: Differentiating Instruction to Meet Diverse Students' Needs; Understanding Your Roles and Responsibilities Regarding Special Education; Continuous Professional Development in Reading, Math, Science, and History Instruction depending on teachers' and students' needs

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 can develop a consistent and reliable grading system; select math teachers may attend the California Mathematics Council conference in Palm Springs

December: Preparing for the Mid-Year Break and Getting Back on Track (self-reflection and planning for the remainder of the school year)

January/February: English Language Arts, Math, Science, and History/ Arts Instructional Strategies; grade-level and department meetings led by Directors and teachers

March/April: CST training; grade-level and department meetings; focus on integrating technology with core subjects led by Directors, teachers, and guest speakers

May/June: How to Wrap-Up the School Year; Preparations for Summer School and for Next School Year led by Directors and teachers

5d. Prompt #2: Additionally, discuss how the school calendar, daily schedule, interim assessment process, and staffing plans align with this calendar.

Synergy Quantum Academy's school calendar will consist of 180 school days on a traditional calendar. Teachers are hired by the early summer and will arrive on campus at least one week before the students and will be involved in the Teacher Training Academy during this time, allowing for intensive training and preparation before the school year begins. Students are released early on Tuesdays to allow the teachers to have professional development after school. Since professional development occurs consistently on a weekly basis, the school can respond to needs quickly as they occur. For example, when students take an interim assessment, the results can be discussed within a week's time.

5e. Program Evaluation:

5e. Prompt #1 & #2: Describe how the PD program will be evaluated to assess its success and effectiveness on an ongoing basis. Discuss how the program will be modified to address areas of needs that are identified.

Open communication is the key to assessing the success and effectiveness of professional development on an ongoing basis and making changes as needed. At the end of each session, teachers will anonymously fill out a paper or online survey to provide feedback. This way, subsequent professional development can be modified to address these needs. Additionally, Synergy already has a culture in which teachers already feel comfortable sharing their professional development needs with each other via both grade-level and department meetings, and they readily communicate these needs to administrators and to grade-level or department chairs. Classroom observations and student assessments are also indicators that are used to determine whether professional development is effective. Conferences are held with teacher to follow up with individual teacher strengths and needs.

One strategy that has been used in the past is to videotape model lessons and present the video to the entire staff during a training. By using this video review, the staff can see their peers implementing the practices that were discussed previously. In this way, the effectiveness of the professional development is reviewed, and changes can be made as necessary.

Student assessment results will also be an indicator of the effectiveness of professional development. For example, we will use the SRI (Scholastic Reading Inventory) quarterly to

check the progress of students. If teachers are successfully implementing recommended strategies, it should reflect in the progress of their students.

5f. Autonomy:

5f. Prompt #1: Describe how the school will use professional development autonomy to create a professional learning community in which faculty have time to collaborate to improve instructional practice and student learning.

Synergy Quantum Academy will use its professional development autonomy to structure its two-hour weekly staff meetings in one of three different configurations. These configurations create a professional learning community that facilitates collaboration in multiple ways to improve instructional practice and student learning.

In the first configuration, the entire teaching staff from all subjects and all grade levels is together at one time. This allows the staff to discuss topics that are relevant to the entire school community. For example, one topic that is applicable to the every class on campus is the topic of helping students become self-directed learners by teaching them about metacognition (one's knowledge of one's own cognitive processes). Since every teacher in the school needs to know about metacognition, this topic will be covered during an all-staff meeting.

The second configuration is grade-level meetings, and it allows teachers within a same grade level to have discussions about students that are in all of their classes. For example, if the 6th grade English teacher and the 6th grade Math teacher notice that the same 6th grade student is struggling in both classes, they can come up strategies to help the student that are consistent between classrooms.

The third configuration is department meetings. For example, all the Math teachers in grades six, seven, and eight would meet. This allows cross-grade level collaboration to take place. For example, an eighth grade teacher may get advice about a student who is struggling with the sixth grade skill of simplifying fractions. The eighth grade teacher may also communicate to seventh grade teachers about what students should learn in the seventh grade in order to be more successful in the eighth grade.

6. Serving Specialized Populations

6a. Special Education:

Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools intend to share our high-level special education funds across the CRHS #16 campus. Some examples of the potential shared resources include a Bridge Coordinator and a structured common learning center for our individual schools' resource teachers and teaching assistants.

6a. Prompt #1. Explain how the proposed school will implement and monitor the special education compliance processes as well as instruction including assessment, individualized Education Plans (IEPs) and the provision of special education supports and services utilizing the District's Special Education Policies and Procedures Manual as required by the Modified Consent Decree. Complete the plan in Appendices C, D, & E.

The Charter School will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). The Charter School will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

The Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School.

The Charter School will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

The Charter School will adhere to the requirements of the *Chanda Smith* Modified Consent Decree and court orders imposed upon LAUSD pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings.

The Charter School will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The charter will maintain copies of assessments and IEP materials for district review. The Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review (DVR).

The Charter School is responsible for the management of its special education budgets, personnel, programs and services. The Charter School will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School. The Charter School may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from the District, subject to availability and on a "fee-for-service" basis, by submitting written requests to the Charter Office. The Charter School may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students' IEPs upon the students' enrollment. However, to allow for a smooth transition to independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District *for thirty (30) days after enrollment*. This will allow the Charter School time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the students' transition to the Charter School. When requested by the Charter School, a District special education representative may participate in a student's first IEP meeting at the independent charter school to assist with transition issues.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The Charter School will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

Upon parents request for assessment, the Charter School will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The Charter School shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter School IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of the Charter School, including but not limited to placement at a District school or at a non-public or private school, will be considered. If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity without District representation on the IEP team, the Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.

The Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

The Charter School shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional

strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The Charter School will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. The Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The Charter School will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures

The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, the charter school will convene a manifestation determination IEP. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

See Appendix D for Service Plan for Special Education.

7. Performance Management

No longer needed until post approval.

COMMUNITY INVOLVEMENT

8. Community Analysis and Context

8a. Description:

8a. Prompt #1. Describe the community you seek to serve.

Synergy Quantum Academy seeks to serve students in the 90011 zip code of inner city South Los Angeles, and the schools of Synergy Academies already have a proven track record of providing a transformational education for the students in this community. As discussed earlier, Synergy Charter Academy has been successful at eliminating the achievement gap between Caucasian elementary students statewide and the African American and Latino students it serves. It earned a 2010 API score of 897 and earned a 2010 National Blue Ribbon award. This is the first time an elementary school in South Los Angeles has won this award. Synergy Kinetic Academy, which is entering its third year of operation, is currently the highest performing middle school in its neighborhood with an API score of 802.

The demographics of Synergy Quantum Academy's target 90011 zip code consists of a majority of the schools enrolling 99% Hispanic and African American students in grades K-12 (See Table 1). Additionally, the school's target neighborhood has a high rate of low-income families with the majority of the schools consisting of 70-90% of the students qualifying for free or reduced price lunch.

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

Therefore, as demonstrated by the demographic and academic performance information in Tables 1-2, Synergy Quantum Academy purposefully targeted one of the most economically disadvantaged neighborhoods in the Los Angeles Unified School District.

Table 1 *Demographic Data for Middle and High Schools in the 90011 Zip Code*

School	Enrollment	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Multiple Race or No Response
Carver Middle School	1,963	7.2%	0.1%	0.1%	0.1%	92.5%	0.0%	0.0%	0.1%
Los Angeles Academy Middle School	2,278	7.3%	0.0%	0.0%	0.0%	92.5%	0.0%	0.1%	0.0%
Adams Middle School	1,421	2.2%	0.0%	0.0%	0.0%	97.5%	0.0%	0.0%	0.0%
Synergy Kinetic Academy	229	8.7%	0.0%	0.4%	0.0%	90.8%	0.0%	0.0%	0.0%
Santee Education Complex	3,475	7.3%	0.1%	0.0%	0.0%	91.8%	0.0%	0.1%	0.7%
Thomas Jefferson Senior High School	1,970	8.7%	0.1%	0.3%	0.1%	90.3%	0.0%	0.0%	0.6%

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

8a. Prompt #2. Include an analysis of the strengths, assets, values and critical needs of the community.

Although Synergy Quantum Academy will be located in a high-poverty inner city neighborhood, its community still has many strengths, assets, and values. These strengths,

assets, and values can be categorized as the three “P’s” – People, Places, and Programs – and all are available to enrich the lives of our students.

People: One strength of the community is that it has many people who value creating a better life for the children and who are all willing to help. Parents are one group of people who have been instrumental in Synergy’s success. The turnout at parent meetings at Synergy schools is always outstanding, and the rooms are often filled to capacity. During parent-teacher conferences, nearly every parent shows up. Another group of people who are assets are civic leaders such as Los Angeles City Councilwoman Jan Perry. Her office has provided opportunities for Synergy students, including tickets to musicals and busses for field trips.

Places: Los Angeles is known as an urban cultural center, and Synergy is fortunate to be surrounded by many assets. It is in close proximity to USC, and students have visited campus numerous times and are becoming accustomed to having college be a part of their lives. Synergy is located close to other colleges as well, including the LA Trade Tech College. Museums such as the California Science Center are located within one mile, and students have been to theatres such as the Ahmanson Theatre and Dorothy Chandler Pavilion in Downtown Los Angeles. Synergy is also located close to historical sites such as Olvera Street.

Programs: Synergy Quantum Academy’s community also has many programs that are available for students. For the past seven years, Synergy has partnered with A Place Called Home, which provides after school services free of charge for students. There are several parks in the area that provide athletic programs such as softball, basketball, swimming, and soccer. These programs have even provided music and dance lessons for students. Also, students often frequent the services provided at local libraries. There are also clinics and centers nearby that provide medical care as well as counseling services.

In addition to having strengths, assets, and values, the inner city has critical needs that cause many stresses for residents.

Education Needs: Synergy’s neighborhood has struggled for generations with low-performing schools. The average API ranking for elementary schools, middle schools, and high schools in the neighborhood is a ranking of 1 out of 10, placing neighborhood schools in the bottom 10% of schools statewide. Many education needs stem from other challenges in the neighborhood, which will be described below.

Economic Needs: According to citydata.com, the average adjusted gross income (AGI) on the 2004 income tax returns was \$20,486 in the 90011 zip code, far below the state average of \$58,600. Residents are young, with the median age being 23.6 years compared to 33.3 years statewide. There were 9,774 single parent households in the 90011 zip code alone.

Housing Needs: Housing is a major issue as well. In the 90011 zip code alone, there were 6,809 households with six or more people living in it. Often, this overcrowding is a direct result of the economic needs described above. With the cost of housing so high, relatives often move in with each other in crowded conditions in order to save money.

Public Safety: As described above, a July 6, 2005 Los Angeles Times article detailed the public safety concerns about Synergy Quantum Academy’s neighborhood. These include high crime rates (including murders, robberies, and assaults), homelessness, teenage pregnancy, unemployment, and a lack of recreation outlets.

From this analysis, one can see that families in the neighborhood have many more issues that they must deal with that compete with the need for greater educational outcomes. However, Synergy Quantum Academy intends to address the community’s educational needs, since education is part of the solution to the societal challenges presented above.

8a. Prompt #3. Discuss your rationale for selecting this community and why the proposed school aligns with community needs and expectations.

The 90011 zip code of inner city South Los Angeles is an area of great need, as shown in the analysis above. Synergy Academies intentionally opened in this area starting with an elementary school in 2004 because it wanted to be a part of the solution and directly address these needs. Synergy has been successfully serving area for the past seven years, filling a critical need of greater educational outcomes and raising expectations in the inner city.

Synergy's schools in the neighborhood (Synergy Charter Academy and Synergy Kinetic Academy) can now be considered community assets themselves. For example, Synergy Kinetic Academy middle school is scoring above 800 on the API. In addition, Synergy Kinetic Academy has taken its inner city students on a trip to Washington, D.C. During the trip, students learned valuable lessons about the history of our country, and they learned how to be our next generation of leaders who will help make our world a better place to live by "bringing out the best in others," as they say during the Synergy Creed every morning.

Additionally, Synergy Charter Academy elementary school is not just a community asset, but a district asset and a **national asset** as well. It has an API score of 897 and earned a 2010 National Blue Ribbon award because of the difference it has made with students and because of its consistently high performance. Synergy Quantum Academy will serve in the same neighborhood as Synergy Charter Academy and Synergy Kinetic Academy. It intends to uphold the tradition established by its predecessors, and it intends to leave a legacy of its own.

8b. Background/Support:

8b. Prompt #1. Describe your team's history and experience serving this or a similar community.

The team that started and currently leads the successful Synergy Charter Academy and Synergy Kinetic Academy is the same team that is now founding Synergy Quantum Academy in the exact same neighborhood.

Synergy Charter Academy was founded in 2004 in South Los Angeles by for Los Angeles Unified School District teachers Meg Palisoc and Randy Palisoc. Meg has nine years of experience working in inner city public schools, and Randy has thirteen years of experience. They both have seven years of experience operating charter schools in the same neighborhood that Synergy Quantum Academy will be located in.

Dr. Barbara Shannon has over 37 years of experience in education. She co-founded Synergy Kinetic Academy with Meg Palisoc and Randy Palisoc in 2008, and she is currently the Principal. Dr. Shannon was also a former teacher with the Los Angeles Unified School District, and started as a teacher at John Adams Middle School, which is in Synergy Quantum Academy's zip code.

Erika Chua is currently the Director of Operations for Synergy Academies, which oversees both Synergy Charter Academy and Synergy Quantum Academy. She was a founding board member when Synergy was first formed. Prior to working with Synergy, she worked nearby at the University of Southern California Viterbi School of Engineering. Previously, she also worked for LA Bridges, a gang prevention program.

8b. Prompt #1 & #2. Demonstrate any existing connections or partnerships that your team has established within the community. Provide a list of community leaders, groups, organizations, institutions or individuals that have pledged support for the proposed school.

Synergy Academies has partnerships with Iridescent Science Studio, the Mind Institute, After School All Stars, City Hearts-Kids Say Yes to the Arts, A Place Called Home, MESA, ECCLA (Education Consortium of Central LA), LACSSP (LA Charter School Science Partnership), and the National Council of La Raza.

9. Community Engagement

9a. Engagement Plan:

9a. Prompt #1. Team's vision for engaging community and underlying supporting theory

Synergy Quantum Academy will use the same vision for engaging the community that its two previous schools have successfully used for the past seven years. Synergy believes that when community members are fully informed, they are as fully empowered as anyone else to do good in the community.

This belief refutes the common myth that inner city families do not care about education. Synergy has found quite the opposite to be true. When parent education takes place and they are given full and complete information, they are just as caring about their children's education as any other parent in any other community.

Synergy has experienced that a lack of information, rather than a lack of caring, is what often gets in the way of parents doing what is best for their children. For example, during a Family Field Trip in 2006, students and their parents took a college campus tour at USC. During lunch in Alumni Park, Synergy's Co-Director at the time, Mr. Palisoc, asked a parent how they liked the campus. The parent responded that USC was a very beautiful campus. Mr. Palisoc then asked if the parent had ever been to campus before, especially since they lived only five minutes away. The parent responded, "No, Mr. Palisoc. I've never been here because I thought you needed special permission from the university president to come onto campus."

This was an eye-opening interaction. In this parent's case, she thought that college was **physically** off-limits to her family. Consequently, she thought that college was also **mentally** off-limits. This explains why on a parent survey conducted by USC on behalf of Synergy, most parents indicated that before attending Synergy, they had no plans for their children to attend college. The same survey showed that after their children attended Synergy, nearly 100% of them indicated that they now had plans for their children to attend college.

The parent in the story has since become one Synergy's greatest supporters, is extremely involved, and sets a great example for other parents to follow. The anecdote also personifies Synergy's vision of successfully engaging parents and the community by equipping them with all the information they need to take action.

9b. Key Community Partnerships:

9b. Prompt #1. Ways community members will be included in ongoing success of school

The name of our charter public school organization, Synergy Academies, was chosen intentionally because the word "synergy" communicates our philosophy of working together to achieve greater results. In fact, the Synergy Creed that students recite every morning states, "We're all in this together because together we are better." In line with this long-standing philosophy and consistent with long-standing practice, Synergy Quantum Academy will welcome and invite the involvement of community members and organizations in the ongoing success of the school. Doing so will leverage the strengths of each individual party and will help make results stronger than if everyone worked in isolation.

Specifically, community members and organizations will provide specialized services and that enhance educational experiences of our students. For example, Synergy is working with after school programs such as A Place Called Home and After School All Stars. These groups provide enrichment activities to students that extend beyond the regular school day. MESA is an engineering organization at USC that provides science lessons and field trips that focus on engineering, which is in line with Synergy Quantum Academy's focus on STEM education (science, technology, engineering, and math). Iridescent is an organization that focuses on science, and they have been providing lessons as well as holding Family Science Nights for Synergy families. Finally, the National Council of La Raza (NCLR) has provided training and curriculum for the school in order to provide more meaningful parent workshops

that focus on getting their children into college. Synergy leverages partnerships with many organizations that provide services above and beyond what Synergy can do by itself. By involving the community in this way, Synergy works with its partners to provide a more complete educational experience to its students, making all parties more successful in the process.

Additionally, Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools have shared their collaborative campus model to several community organizations, local officials and religious leaders, and colleges and universities. Letters of support from several of these entities for all three of our teams are provided in Appendix E. Additional letters of support have been pledged to be sent directly to LAUSD's Board of Education. Our discussions with the College of Education Dean at the California Polytechnic University at Pomona demonstrate strong interest in exploring a partnership with Synergy Quantum Academy, Academy of the Sun, Social Justice Schools, and WestEd. Possible areas of focus for such a partnership include: 1) Mentoring and support from Cal Poly education faculty for school leaders, 2) Support from Cal Poly's highly regarded science and math faculty that are involved in the university's secondary preparation program, 3) Internships and research opportunities for graduate students enrolled in Cal Poly's new Ed.D. program in education, 4) Support from university outreach personnel with academic preparation, early assessment, applications, and financial aid, 5) Induction support for beginning teachers, and 6) Mentoring and tutoring of students from Cal Poly undergraduates. Cal Poly Pomona and WestEd are currently recipients of grants from the Kellogg Foundation. These grants are designed to expand the educational opportunities for underserved students in the Los Angeles region. If realized, a partnership among Cal Poly Pomona, WestEd, Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools at CRHS #16 would have a powerful impact on the achievement of this critical mission, and the missions of the schools themselves.

9b. Prompt #2. Role of key community partnerships throughout the first five years of the school and explain: 1) how such partnerships will further the mission and vision of the school, and 2) who will be responsible for managing and cultivating these partnerships.

As mentioned earlier, Synergy values community partnerships because it allows both parties to better serve students than they could if they were working in isolation. This is the definition of the word "synergy." Below are the roles of key community partnerships. Synergy will work on establishing partnerships with the local colleges and universities so that our students will have the opportunity of taking classes on their campuses. It would be to our advantage to form partnerships with the local colleges and universities making it possible for our students to take courses that count both for graduation from Synergy Quantum Academy and at the same giving our students the ability to earn college credits. The proximity of LA Trade Tech makes this an ideal partnership.

Our continued affiliation with National Council of La Raza (NCLR) is an important one. Currently our parents are involved in an NCLR program aimed at aiding the parents in being advocates for their child and their community. Schools can only become better when parents understand that there is something more that can be done to help their child achieve the goal of attending college and that they have the right and the obligation to make sure the schools are doing all they can to educate the children. A continued partnership with A Place Called Home and After School All Stars is important as many of our younger students still need somewhere to be between 3:00-6:00 p.m. where they are safe and can be monitored as they complete their homework. USC's MESA program will continue to provide our students with engineering experiences as the MESA Club. Tara Chklovski, founder and CEO of Iridescent, advised that Synergy Quantum Academy students can serve as mentors to the younger students at Synergy Kinetic Academy and Synergy Charter Academy. The high school students will work side by side with an engineer as the programs are presented to the young students. They will receive community service hours for this. They would also be able to participate in Engineering 101, an introductory engineering course taught at Trade Tech.

Our continued interaction with the Education Consortium of Central Los Angeles (ECCLA) is important as this organization connects educators with valuable community resources to enhance educational quality in Central Los Angeles. During the school year there are essay contests for middle and high school students, college scholarships for graduating seniors and teacher recognition awards. As each of Synergy Quantum Academy's leaders has different spheres of influence, they can help foster various relationships for the school. The main leads for fostering these relationships are CEO Meg Palisoc and Principal Dr. Barbara Shannon.

GOVERNANCE, OVERSIGHT AND LEADERSHIP

10. School Governance and Oversight

10a. School Type:

10a. Prompt #1. Briefly explain the rationale for applying to operate your school as a traditional, Pilot, Expanded School-Based Management Model (ESBMM), Network Partner, Affiliated Charter or Independent Charter.

We have chosen to operate as an Independent Charter because this gives us more flexibility with our budget, personnel, curriculum and instructional methodology, and it is the model that Synergy has been using successfully for the past seven years.

While Independent Charts are exempt from most state codes and district rules regarding curriculum instruction, the students are still assessed by the CSTs, CAHSEE, and other Standardized test in the state of California. We have also chosen to use the same textbooks, many of the same programs, and pattern the school day after that of LAUSD to show that student achievement could in fact be increased in South Los Angeles. Our **Vision** for our schools is that they will become professional development schools that serve as national models of how to eliminate the achievement gap. We will do this by training educators nationwide on how to strengthen both new and existing schools' overall operations and instructional practices.

10b. Applicant Team Capacity:

10b. Prompt #1. List the members of applicant team filing this proposal. Please be sure to include person's affiliation with the school (e.g., principal, teacher, parent, community member, etc.).

- Meg Palisoc, Chief Executive Officer of Synergy Academies
- Randy Palisoc, Chief Achievement Officer of Synergy Academies
- Erika Chua, Director of Operations of Synergy Academies
- Dr. Barbara Shannon, Principal

10b. Prompt #2. Include a brief biography of those persons who will take a significant leadership role in the proposed school.

Meg Palisoc is a Co-founder of Synergy Charter Academy and Synergy Kinetic Academy, and she is currently serving as the Chief Executive Officer of Synergy Academies, which oversees both campuses. Meg is a former elementary school teacher in the Los Angeles Unified School District. Along with being a classroom teacher, Meg was also a former Writing Coach, Academic English Mastery Program (AEMP) Grade-level Standards Achievement Team (GSAT) Teacher and Visual and Performing Arts (VAPA) Co-Chair with LAUSD. Prior to entering K-12 education, she worked in higher education at the University of Southern California Viterbi School of Engineering. Meg has a Bachelor of Science degree in Psychology and a Master of Education degree in Higher Education, both from USC. She is also pursuing her Doctor of Education degree at USC. Meg holds a Tier II Administrative Services Credential.

Randy Palisoc is a Co-Founder of Synergy Charter Academy and Synergy Kinetic Academy, and he is currently the Chief Achievement Officer of Synergy Academies. Randy was former classroom teacher and Title III Director at LAUSD. Randy has a Bachelor of Science degree in Business Administration from USC Marshall School of Business, and he has a Master of Education from the UCLA Principal Leadership Institute. He also holds a Tier II Administrative Services Credential.

Erika Chua joined Synergy Academies in spring of 2008 as the Director of Operations. Erika was a Program Specialist at the USC Viterbi School of Engineering. She was also a LA Bridges Program Director and Project Administrator for the Martin Luther King Legacy Association. Erika holds a Bachelor of Science in Business Administration and a Master of Public Administration, both from USC.

Dr. Barbara Shannon joined Synergy Academies in summer of 2008 as Co-Founder and Co-Director of Synergy Kinetic Academy. She holds a Doctorate in Learning and Instruction with an emphasis on Science Education from USC and a Tier II Administrative Services Credential. Barbara began her teaching career as a science teacher at John Adams Middle School, a middle school in the 90011 zip code that borders the target area of Synergy Quantum Academy. Her teaching experience includes grades 6-12 science and math at public, parochial, and private schools in Northern and Southern California. Barbara's previous administrative experience includes Director of Student Activities at both middle and high school levels, Director of Multicultural Affairs and Service Learning and Co-Founder and Co-Director of Synergy Kinetic Academy.

10b. Prompt #3. Provide evidence to show why the team has collective capacity to successfully lead/transform a school.

The Synergy Quantum Academy applicant team has already successfully started two charter public schools that are making a tremendous difference for students – Synergy Charter Academy and Synergy Kinetic Academy. Not only are the students performing well, but the organization is also well run. For example, Synergy has a consistent positive reputation, and it has always had clean financial audits. Synergy's schools are fiscally sound, and they operate within their budget.

In addition to starting two schools, the applicant team has led the schools smoothly through major expansions. The elementary school has more than doubled from its original size, and the middle school is four times its original size. Expanding in this way requires the addition of many more students, families, and additional staff members. In the midst of start up and expansion, the applicant has maintained a focus on academic achievement.

The Synergy Quantum Academy brings a diversity of skills and experience needed to lead a school. Collectively, they have many years of experience in the entire K-12 system (high school, middle school, and elementary school). The applicant team also has experience outside of the K-12 system, and team members have been involved in the higher education system at the university level, in non-profit organizations, in the medical field, and in the business field. This unique blend of qualifications and their leadership skills have helped the applicant team to be successful at its previous endeavors and shows that it has the capacity to successfully lead Synergy Quantum Academy.

10c. School Governance and Oversight:

10ci. Autonomy:

10ci. Prompt #1. How will you use governance autonomy to create a culture of shared leadership and decision-making focused on high student performance?

As a charter school, Synergy Academies has governance autonomy and is governed by a non-profit Board of Directors in accordance with charter public school law. The Board of Directors seeks the input of all stakeholders, including teachers, parents, administrators, and staff in order to maintain a focus on academic achievement. The Board of Directors upholds the reputation that has been developed of Synergy Academies, and it bases its decisions on what is best for students.

The Board of Directors focuses on high-level decisions and allows the school staff to be empowered to lead the day-to-day operations of the school. Doing so enables school leaders to make decisions quickly to improve instruction.

In addition to the Board of Directors, there are also groups such as the Parent Council, who are parent leaders elected by their peers. There is a group that gives a formal voice to the parents of the school so that they can share their input.

A School Operations Committee consists of an administrator, a teacher, a staff member, a parent, and a member of the Student Council. This committee ensures that all stakeholders have input into school decisions.

No matter what the group, whether it be the Board of Directors, Parent Council, or School Operations Committee, they all live up to the name of the organization, "Synergy," which is a powerful word that guides the group in the direction of collaboration, shared leadership, and shared decision making in the mutual interest of all.

10cii. School Level Committees:

10cii. Prompt #1. Describe the decision-making bodies and general areas of decision-making responsibility for each body that will exist in the school.

The Synergy Academies Board of Directors is ultimately in charge of Synergy Quantum Academy's operation and Governance. The School Operations Committee is an advisory body that holds that school site responsible for its operation. The School Operations Committee (SOC) will be formed shortly after the opening of Synergy Quantum Academy. The SOC will consist of the school principal; 1 Teacher representative elected by the faculty, 1 Parent elected by the Parent Council, 1 Staff member elected by their peers (but not the administration) and 1 Student representative – the vice president of ASB.

10cii. Prompt #2. Detail how your school governance structure allows for real and meaningful impact on school decision-making, and how they will interact with each other?

Synergy Quantum Academy fosters the involvement of all stakeholders in. The School Operations Committee (or School Site Council) will serve in an advisory capacity to Synergy Academies' Board of Directors and each school's committee may send a representative to give the committee's report during the board meetings. Additionally, as mentioned earlier, the Parent Council is a body of parent leaders elected by their peers to serve as the voice of the parents.

10cii. Prompt #3. Describe the process for gaining input from all stakeholder groups into decisions.

The members of the School Operations Committee include the major stakeholder groups of teachers, parents, students, staff, and administrators. Since the teacher, parent, student, and staff representative are elected by their peers, it shows that they are trusted by their peers and allows them to effectively serve as a liaison for their respective groups. Also, there is a balance of representation so that all voices are heard. This process makes sure that input can be gained from all stakeholder groups and that everyone is represented.

10ciii. Governing Council

10ciii. Prompt #1. Describe the composition of the Governing Council and the process for membership selection.

Synergy Academies' Board of Directors ("Board of Directors" or "Board") consists of nine (9) to thirteen (13) voting members and one (1) or more non-voting member(s) as described in Synergy Academies' Bylaws. These members are selected to represent a diversity of backgrounds and are dedicated to the success of the school. Since charter schools deal with a spectrum of issues, Synergy Academies seeks Board of Director members with a wide range of

backgrounds, expertise, and experiences. These include knowledge in the fields of education, finance and accounting, law, business, outreach, fundraising, and marketing.

According to its current bylaws, "All board members shall be designated by the existing Board of Directors, except that the following seats will be reserved: one (1) non-voting board member may be appointed by the governing board of the granting school district of each of the charter schools operated as Synergy Academies. In the event that the granting school district fails to appoint a district representative, in any year, on or before May 31 of such year, then the Board of Directors shall appoint such board member for that year, and one (1) board member may be appointed by a vote of the parents of Synergy Academies' current year students. In the event that a parent fails to be elected to the Board of Directors, in any year, on or before May 31 of such year, then the Board of Directors shall appoint such board member for that year.

Current Board Members include:

Karen Bracher

Affordable Housing Development Consultant – Yokota & Associates, Inc.

Masako Carpenter (Interim Treasurer)

Former Audit Partner – KPMG, LLP

Viviana Escobar (Vice President)

JoAnn Koplin

Partner – TFO Architecture

Ana Ordoñez (Parent Representative, Non-Voting)

Operations Supervisor – Federal Employees West Federal Credit Union

Jenny Peña (President)

Senior Regional Human Resources Manager – ARINC

Dr. t.r. Porter (LAUSD Representative, Non-Voting)

Coordinator – Los Angeles Unified School District Charter Schools Division

Tiffany Sanders

Assistant Vice President, Investment Specialist – Nuveen Investment

Laurie Selik

Former Senior Development Officer – American Public Media

Jared Sopko (Secretary)

Project Manager – Global Inheritance

Ashwin Vasavada

Deputy Project Scientist – NASA Jet Propulsion Laboratory

David Woollard

Former Senior Software Engineer – NASA Jet Propulsion Laboratory

11. School Leadership

11a. Principal Selection:

11a. Prompt #1. Describe the criteria for selecting a leader for the proposed school, and explain how these characteristics align with your school's unique mission and vision.

Synergy Quantum Academy views itself as a unique school that intends to have a transformational effect on its students and the high-need community in which they live. Additionally, since Synergy Quantum Academy is a charter public school, there are many intricacies and nuances that are specific to charter schools that the leader must be aware of and be skilled at knowing how to handle. As such, Synergy Quantum Academy needs a strong, hard working leader who is up to the task of not just managing a school, but leading it to meet its high expectations. Specific criteria include:

Ability to build positive relationships: Synergy Quantum Academy's mission is to eliminate the achievement gap that has persisted for too long in Synergy's neighborhood. As Synergy Co-Founder Randy Palisoc often states, "The achievement gap is too big of a problem for any single party to solve on its own." Consequently, achieving Synergy's mission requires that everyone work together and create a "sense of synergy." Synergy Quantum Academy's leader must be able to build these relationships.

Culture builder: When an immediate crisis goes unresolved and turns into an ongoing crisis, the danger that accompanies this passage of time is that things that were once considered extreme become normal, and things that are viewed as normal eventually become acceptable. Unfortunately, this is the case with academic achievement in the inner city, and there is often a culture of low achievement (for example, people saying, "That's just the way he is, and there's nothing you can do about it."). Synergy knows that a highly successful school requires a culture of high achievement, and the school leader must be able to build this culture by creating a shared vision among all stakeholders.

Instructional leader focused on achievement: Synergy Quantum Academy is focused on academic achievement, and the school's leader must be an instructional leader that has that same focus. The leader must know how to bring low-performing students up to speed as well as challenge all students to meet high expectations.

Problem solver: – In both regular public schools and charter public schools, a school leader will deal with numerous problems during the course of the day, and very few things will always run perfectly. The school's leader must be a problem solver who can handle these issues to maintain a smooth operating campus that stays focused on student achievement.

Strong management and coordination skills: The operation of a school consists of many different people working with many different functions, including instruction, discipline, reporting, attendance, and budgeting, to name a few. The school leader must be effective at managing people and making sure that all functions are performed well. The smoother a school operates, the more it can focus on academic achievement.

Work with diverse backgrounds: The school leader must be able to work with many students and adults from diverse backgrounds and unique characteristics. For example, the school leader must be able to work with both low-performing and high-performing students. Additionally, the leader must know how to work with both new and experienced teachers. The school leader must be able to work with diverse people and help them have a common shared vision of achievement.

11a. Prompt #2 & #3. Additionally, describe the process that will be used to select the school leader. If a candidate has already been identified, explain why this person is well qualified to lead the proposed school.

Dr. Barbara Shannon, the Co-Founder and Principal of Synergy Kinetic Academy, has already been identified as the Director/Principal for Synergy Quantum Academy. Dr. Shannon

is well qualified to lead the school because of her tremendous background helping students from diverse backgrounds to be successful, including educationally disadvantaged students in need of catching up academically.

Since Dr. Shannon is a Co-Founder of Synergy Kinetic Academy and is currently the Principal, she already embodies the vision of Synergy Academies, and she already understands the needs of the students that will attend Synergy Quantum Academy and the community in which they live. As a current charter public school leader, Dr. Shannon is familiar with the intricacies of operating a charter school.

Dr. Shannon has over 35 years of experience working in high school and middle school settings in both public schools and private schools. Dr. Shannon started her teaching career at John Adams Middle School in the Los Angeles Unified School District. Dr. Shannon has her Tier II Administrative Credential. She has earned her Bachelor's degree in biological sciences from the California State University in San Bernardino, her Master's degree in biological sciences from Cal Poly Pomona, and her Doctoral degree in science education from the University of Southern California.

In the future, selection process for a school leader begins with looking internally for qualified applicants and promoting from within. Synergy Academies has done this in the past to fill new leadership positions, and promoting from within has proven to be an effective strategy. The job opening will also be posted on sites such as edjoin.com. Candidates will be required to fill out an application, submit a resume, write essay questions, teach a demonstration lesson, and attend one or more interviews. References will be checked as well. Once the selection is made, the Chief Executive Officer makes an offer to the top candidate.

11a. Prompt #3. Please attach a job description for the Principal.

The job description for the Director/Principal is attached in the Appendix F.

11b. Leadership Team:

11b. Prompt #1. Identify any leadership positions beyond the principal position.

Randy Palisoc, one of the original Co-Founders of Synergy Charter Academy, is currently the Chief Achievement Officer of Synergy Academies. As Chief Achievement Officer, Randy Palisoc will assist the Director/Principal at Synergy Quantum Academy during the first critical year of implementation. After year 1, Randy may continue to assist at Synergy Quantum Academy or the leadership team will re-evaluate the school's staffing needs, especially in light of its potential partnership of helping to pay for shared staff with The Academy of the Sun and The Social Justice Schools.

Randy Palisoc is experienced in the start-up, expansion, and operation of charter public schools, which is why he will help Synergy Quantum Academy when it first opens. The first school that Randy helped to found was Synergy Charter Academy in 2004. He has since then led Synergy Charter Academy to a 2010 National Blue Ribbon award, making it the first elementary school in South Los Angeles to ever win this highest honor that an American public school can earn. In 2008, he helped to found Synergy Kinetic Academy middle school, which scored above 800 on the API in just its second year of operation.

Prior to founding Synergy, Randy was a teacher and Title VII Coordinator in the Los Angeles Unified School District. He currently holds a Tier II Administrative Credential. Randy earned his Bachelor's degree in business administration from the University of Southern California, his Master of Education from the University of California, Los Angeles, and he is obtaining is Doctorate in education from the University of Southern California.

11b. Prompt #1. Discuss the role the leadership team will play in the development, implementation and evaluation of the Instructional Program.

Dr. Shannon, who will be the Director/Principal, and Randy Palisoc, who will be the Chief Achievement Officer, will both play key roles in the development, implementation, and evaluation of the Instructional program. As mentioned, they both are long-time educators who have experience starting and expanding successful schools. Dr. Shannon is taking on the role of instructional leader and student data leader. Randy Palisoc is taking the role of operational leader and also the intervention specialist. As mentioned earlier, Synergy is a data-driven school that uses assessment to guide instruction. Dr. Shannon and Randy Palisoc will work together to monitor the instructional program.

For the opening year, the position of Director/Principal will be shared between Dr. Barbara Shannon and Randy Palisoc, CAO. Both will serve as Co-Directors with Dr. Shannon in charge of curriculum, teacher evaluation, and AP and Honors courses and Randy Palisoc in charge of operations, culture setting and building, and intervention and remediation.

11b. Prompt #1. Discuss how the leadership will collaborate with the faculty and staff to set goals, develop and implement the curriculum, assess progress in meeting goals and hold each other accountable for meeting such goals.

Dr. Shannon and Randy Palisoc are experienced in creating a culture of achievement in which all parties are collaborating in the interest of student achievement. A key component in fostering collaboration is the annual Teacher Training Academy that takes place over the summer before the school year begins. During this training, the school's shared vision of student achievement is presented, and goals for the upcoming school year are created. During the training, the curriculum and instructional strategies used to achieve those goals are presented.

Throughout the year, the leadership team conducts weekly professional development that takes place as a whole group, by grade levels, or by departments. Teachers are also trained on how to be effective users as data so that they can refine the instructional program as needed. This allows teachers and administrators to regularly assess how students are performing, and allows adjustments to be made to the curriculum. At Synergy, as the name of the organization implies, we foster a collaborative culture where everyone is doing their part to achieve the school's shared vision and the goals that it has set for itself.

11c. Principal Evaluation:

11c. Prompt #1 Describe the annual process by which the principal will be evaluated. Please be sure to include the governing body or persons responsible for evaluation.

We have a unique evaluation process at Synergy Academies. All leaders are given a 360-degree evaluation in which they are evaluated by the different individuals that they work around, including superiors, subordinates, peers, and parents. They are evaluated by the other members of the Leadership teams including the Director of Synergy Charter Academy, the CAO and CEO, selected parents, all teachers, board members and community members they select to evaluate them. Each evaluator fills out an anonymous surveys that covers areas such as instructional leadership and fostering collaboration. The results are sent to the Board president who in turn discusses the results with the CEO. The CEO then reviews the results with the Director/Principal.

12. Staffing

12a. Staffing Model:

12a. Prompt #1 & #2. Discuss the academic and non-academic staffing needs of the school from start-up through year five. Include all personnel along with the number and type of positions.

If chosen together, Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools will create a Campus Wide Coordinating Committee (CWCC) to discuss all issues of joint concern to the four schools occupying the CRHS #16 site. The CWCC will control all *shared* staffing and evaluation issues among the four schools, budget issues that concern all four schools, and shared resources such as athletic programs, facilities, the Dean's Office, the library, the College and Career Center, etc. Each school will decide how it will be represented on the CWCC.

Since it is not known whether all three teams' proposals will be chosen, the table below shows Synergy Quantum Academy's academic and non-academic staffing needs from start-up through year five, assuming that it is operating autonomously without shared staff with the other small learning communities on the campus.

Staffing Projections for Synergy Quantum Academy 2011-2016 Begin with 9th and 10th grades					
	1st year	2nd year	3rd year	4th year	5th year
Title	FTE	FTE	FTE	FTE	FTE
<u>ADMINISTRATIVE</u>					
Co-Director	1	1	1	1	1
Co-Director	1	1	1	1	1
Office Manager	1	1	1	1	1
<u>FACULTY/STAFF</u>					
Social Science	2	3	4	4	4
Math	2	3	4	4	4
Science	2	3	4	4	4
Language Arts	2	3	4	4	4
RSP	1.5	1.5	2	2	2
Music/Art	1	1	2	2	2
Spanish	1	2	2	2	2
<u>NON ACADEMIC STAFF</u>					
Office Assistant	1	1	1	1	1
Campus Assistant	2.5	2.5	2.5	2.5	2.5
Counselor	1	1	1.5	1.5	1.5
College Counselor	0	1	1	1	1

The table above shows the staffing patterns if we began with 250 students in grades 9 and 10. If we began with 375 students in grades 9, 10, and 11, the 1st year staff pattern would mirror year 2 in the table above. These staffing levels are based being able to provide

12a. Prompt #3. Explain how the proposed staffing model aligns with the mission, vision and Instructional Program of the proposed school.

The staffing model above aligns with the mission, vision, and instructional program of the school because it provides a college-prep curriculum that meets that UC A-G requirements. For example, in addition to the four core curricular areas, students take an Art/Music class, and they learn a foreign language. Since Synergy Quantum Academy will be an inner-city school located in a struggling neighborhood, it anticipates having students with special needs. In order to make sure these students can also pursue the vision of college admissions, there will be an RSP teacher on campus. Since this will be the first year of operation and there is not yet a baseline for the number of special education students or a breakdown of what their required services will be, then any additional services beyond RSP will be contracted via LAUSD or a special education provider. Additionally, there will be adequate supervisory staff on campus to make sure the campus is orderly and focused on academic achievement.

12a. Prompt #4. Additionally, discuss how your staffing model ensures adequate instruction and services to special education and EL students.

Currently at Synergy Kinetic Academy middle school, there are a total of 355 students enrolled in grades six through eight. Of those students, 26 students have IEPs with various needs, including RSP, autism, and speech. Synergy Kinetic Academy currently has one full-time RSP teacher, who also does case management and completes the necessary paperwork. For any additional services such as speech and counseling, those services are contracted out to an approved special education services provider. The provider is also using Welligent, which facilitates case management and ensures the students are receiving services in accordance with their IEPs. The RSP teacher does both push in and pull out services, working with students both inside and outside of the regular classroom setting.

Synergy Quantum Academy anticipates opening with approximately the same number of students as its existing middle school and anticipates having approximately the same number of special education students. As such, it will use the same staffing model that is currently in place at the middle school. In subsequent years, when the number of special education students and their needs becomes more clearly defined, the staffing will be adjusted to reflect the needs of students.

English Learner students, students with special needs and students who score below basic and far below basic on the English/Language Arts CST will be scheduled into an extra period called Intervention. It is during this time that they will receive support and more time on task. Examples of the interventions will include the use of such programs as Rosetta Stone English, Study Island English/Language Arts and extra sessions of reading instruction, including syllabication, fluency, vocabulary instruction, and reading comprehension instruction. Reading is essential in all subject areas and so it is our belief that helping struggling readers learn to read properly will open up a whole new world of possibilities for them in all subject areas.

12b. Recruitment and Selection of Teachers:

12b. Prompt #1. Describe the criteria the proposed school will use to select teachers, and explain how the criteria align with your school's unique mission and vision.

Teaching position vacancies shall be filled through a recruitment process conducted by a committee consisting of the Directors/school administrators and teacher representatives. Since the school's focus is on science, technology, engineering, and math, Synergy Quantum Academy will try to recruit highly-qualified teachers with subject area knowledge in math, science, and/or technology backgrounds such as engineering or computer science degrees in order to support student achievement and collaborative learning for all students. The committee will notify the Board of Directors as to the final hiring decision. Synergy Academies may also contract with reputable teacher hiring agencies such as Teach California Charters or

organizations such as Teach For America that have a rigorous selection process to ensure that teachers are highly-qualified according to NCLB.

The school's plan to retain highly-qualified teachers is to provide a stimulating and rewarding work environment, competitive salaries and benefits, and incentives such as monetary bonuses or unlimited photocopying privileges. Teachers will be treated professionally, will be provided with support as needed such as being assigned a mentor, and will be empowered to help create and review the school's policies, procedures, programs, and/or instructional curriculum. School administration will also regularly meet with teachers to keep lines of communication open and to discern whether changes need to be made in order to meet teachers' needs.

Key teaching positions are teachers who also serve as either BTSA Support Providers and/or Mentor Teachers. Their additional job responsibilities are described below:

1. BTSA Support Provider: Serve as a BTSA Support Provider (Mentor) for 1-2 teachers who are participating in a BTSA Program and complete all required BTSA Support Provider duties. BTSA Support Providers must commit for 2 years and complete the school's designated BTSA Support Provider 2-year training program.

2. Mentor Teacher: Serve as a Mentor for newly hired teachers.

12b. Prompt #1. Discuss the school's planned mix of experienced and new teachers as well as any unique considerations needed to support the school design.

As much as possible, Synergy Quantum Academy will recruit teachers who are not only experienced, but are also effective as instructors. Synergy understands that its mix of experienced and new teachers may depend on the availability of the applicant pool. Additionally, Synergy believes that with the proper training and support, even new teachers with less experience can be effective. Therefore, Synergy places just as much emphasis on teacher effectiveness as it does on teacher experience.

Since Synergy's two existing schools both recently expanded and added additional classrooms, approximately two thirds of teachers have three or more years of experience, and one third of teachers have less than three years of experience. Synergy Quantum Academy anticipates having a similar mix of experienced teachers and new teachers. Regardless of the number of years of experience, all teachers will learn strategies to become more effective instructors by using the book *Teach Like a Champion* by Doug Lemov.

12c. Autonomy:

12c. Prompt #1. How will you use staffing autonomy to create optimal learning-centered cultures for students?

As a charter school, Synergy Quantum Academy has staffing autonomy and assigns teachers to classrooms in which they are most needed, thereby creating optimal learning-centered cultures for students. For example, as long as they are qualified to teach a class according to NCLB and the California Commission on Teacher Credentialing, veteran teachers with strong instructional skills can be assigned to a class that has a large proportion on English Learners and who need strong instructional support. Synergy Quantum Academy can do this because it is a charter school that has staffing autonomy, and Synergy has established a "We're all in this together" culture in which teachers are willing to teach wherever they are most needed.

Additionally, since Synergy Quantum Academy is an inner city school with a high-need population, all teachers and leaders will be trained in intervention techniques in both math and reading. This means that there will be more adults available who will be able to provide help to struggling students, especially students who are in need of support at the basic level.

All teachers will teach a Seminar class. All teachers will go through a training to give them the background knowledge to facilitate all of the programs that will be offered during

Seminar, including programs such as CAHSEE and SAT prep, Career Choices, and Character Counts.

12d. Evaluation:

12d. Prompt #1. Describe the evaluation process for teachers.

The School Directors will evaluate new teachers (teachers with three or less years of experience at Synergy Quantum Academy) at least twice a year. Teachers who have taught at the school for four or more years will be evaluated based on an evaluation system developed by the Directors and teachers. Teachers' performance evaluation will be based on the job description and the California standards for the teaching profession and will take into consideration observations of teachers' instructional delivery, self-evaluation, and/or student outcomes. A significant portion of teacher evaluations will also consist of student performance based on a combination of school-wide periodic student assessments, teacher portfolios of student growth that may include teacher-created assessments and student work samples, and state standardized tests. The exact formula and details for how student performance will be incorporating into teacher evaluations will be determined after obtaining feedback from all stakeholders, including teachers.

12d. Prompt #2. For internal applicant team only, please discuss how your proposed evaluation process connects to and/or furthers the recommendations of the District's Teacher Effectiveness Task Force.

Not Applicable.

FINANCES

13. Finances

13a. Financial Sustainability:

13a. Prompt #1: Discuss how your school will sustain its vision, mission and goals relying only on regular District or charter funding.

For the past seven years, the schools of Synergy Academies have been able to sustain their vision, mission, and goals relying almost entirely on normal charter school funding. Synergy's proposed school, Synergy Quantum Academy, will follow the same financial practices so that it too will be financially sustainable.

Conservative Budgeting - Revenues: The schools of Synergy Academies do not include large amounts of fundraising in their budgets because they know that they cannot count on receiving these funds in any given year, much less on an ongoing yearly basis. Synergy does this so that it does not put itself in a position where an expensive program is started based on a one-time infusion of funds, and then is forced to cut the program in the future because the one-time funds have been expended and the school can no longer afford the program on its own. Therefore, Synergy only budgets for what it can afford based on normal state, federal, and local funding, including its General Purpose Entitlement, Categorical Block Grant, Title I funds, and Charter In-Lieu Property Tax funding. Essentially, Synergy has trained itself over the years to live within its means. As a result, the schools of Synergy Academies have always operated with a positive net income for the past seven years.

Conservative Budgeting - Expenses: Additionally, the schools of Synergy Academies do their best to keep expenses low. For example, Synergy consults with teachers to make thoughtful purchases that are actually going to be used in the classroom rather than being unused. If there is a curricular program component that is not used, Synergy does not purchase it. Synergy also purchases quality equipment that will last a long time and will not break easily, which would require replacement purchases. Synergy employees and students also do their best to take care of school property so that expensive replacements do not need to be made. Additionally, since personnel costs are a major budget item, Synergy is very careful about adding additional personnel that it cannot afford. Rather, it tries to put systems in place where key functions are still taken care of but with existing personnel.

Conservative Budgeting - Attendance Rates: Since Synergy's charter school funding is based on Average Daily Attendance (ADA), it is imperative that students have good attendance. Not only is good attendance beneficial for students academically, but it also helps the school meet its ADA targets and helps the school maintain a healthy budget. Synergy has historically had high attendance rates at both the middle school and the elementary school level, going as high as 98% to 99%. However, it budgets at a lower attendance rate so that the school is not caught off guard and helpless if attendance goes down.

Grant Writing: Although Synergy does not count on large grants or large fundraising revenue to sustain its basic operations, it does engage in grant writing to pay for special projects. Last year, for example, Synergy Kinetic Academy was able to take 25 of its seventh grade students on their first cross-country trip to Washington, D.C., thanks in large part through a generous grant that paid for part of the trip. Again, Synergy does not count on this kind of funding in its general operation budget, it does seek outside funding. In the case of the Washington D.C., if the money was raised, then the trip occurred. However, if the money was not raised, the trip would not occur, but it would not be a detriment to the base instructional program because it was never counted on in the first place.

13b. Additional funding:

13b. Prompt #1. To the extent that the implementation of your proposal requires additional funding beyond existing District or charter funding, please specify how the school plans to raise additional funds.

Synergy Quantum Academy budgets and plans its programs to operate as much as possible out of regular funding, and it intends to live within its means. The start-up year is the most expensive year because there are not yet any existing materials, and everything must be purchased for the first time. As it has done in the past, Synergy Academies anticipates that it may provide Synergy Quantum Academy with an intra-organizational loan to help pay for start-up costs. The intra-organizational loan is based on the reserves that Synergy's two other schools – Synergy Charter Academy and Synergy Kinetic Academy – have built up thanks to their conservative budgeting. The funds would be paid back after the start-up year.

Also, as Synergy has done in the past, it will apply for start-up grants from various sources, including the California Department of Education (CDE) and the Walton Foundation. The CDE has funding available for start-up charter schools under the Public Charter School Grant Program (PCSGP). The maximum amount under the PCSGP is \$575,000. Synergy has written start-up grants and received funding in the past under PCSGP.

Synergy will also for a start-up grant with the Walton Foundation. Synergy Quantum Academy has already received a \$20,000 grant from the Walton Foundation, and it can qualify for another \$230,000.

Synergy Quantum Academy's applicant team, Meg Palisoc, Dr. Barbara Shannon, Erika Chua, and Randy Palisoc are experienced with these start-up grant sources and will take the lead on applying for these funds.

Synergy Quantum Academy will seek Perkins funds to help fund Project Lead the Way, an organization that partners with public schools, institutions of higher education and the private sector. Its goal is grow the nation's technology workforce so that the United States can continue to be competitive in the global market. Students completing the Project Lead the Way curriculum become problem solvers, learn how to cope with failure without giving up, learn how to listen to each other and work in team, learn to manage their time and meet deadlines. They participate in research, analyze information, and learn to communicate verbally and in writing. Project Lead the Way answers the first provisions made by Perkins IV that is to develop special science, technology, engineering, and mathematics (STEM) programs of study to ensure that American remains competitive in the global market.

Besides Perkins funding, we plan to look for grants from private companies, corporations and foundations. Over the long run, we hope to get a company, such as Amgen, to partner with us in the use of biotechnology and set up long term funding for us. Where we can run our programs off the interest and leave the capital intact. Dr. Shannon will take the lead on raising this funding.

Synergy Academies is also working on diversifying its funding stream by coming up with a development plan and fostering more individual giving. This will help the school to be more sustainable and can help pay for supplemental materials such as sports and music equipment. Erika Chua, Meg Palisoc, and the Board of Directors are taking the lead to develop this aspect of fundraising.

Common Student Store

If chosen together, Synergy Quantum Academy, Academy of the Sun, and Social Justice Schools plan to work with our schools' students and staff to operate a shared Common Student Store that will generate additional funds for student activities. The store will sell school-branded merchandise such as sweatshirts, beanies, scarves, etc., before and after instructional hours and during lunch periods.

IMPLEMENTATION

14. Implementation

14a. Implementation Plan:

14a. Prompt #1. What elements of the school proposal will be implemented in the first year?

Synergy Quantum Academy is a full high school with grades 9-12, but it anticipates opening with only grades 9-10 in the first year. As such, the curricular elements related to grades 9 and 10 will be implemented during the first year. The administrative elements (Principal, Chief Achievement Officer, office staff) also need to be put in place during the first year because the culture of the school needs to be developed, and operational systems need to be in place in preparation for the addition of grades 11 and 12 in subsequent years.

Since Synergy Quantum Academy is a data driven school, the data elements must be in place in the first year as well. The data system will be critical for monitoring students as they make progress toward meeting their graduation requirements.

14a. Prompt #2. How many years will it take to achieve full scope of the proposal as written?

It will take three years to achieve the full scope of the proposal as written. Ideally, the school will start with grades 9 and 10 in year one, will add grade 11 in year two, and will add grade 12 in year three. However, we are prepared to open with grades 9-11 during the first year, if needed.

14a. Prompt #3. Submit a timeline that outlines the rollout of all elements of the proposal from start through year 5.

See Appendix G for an additional Implementation Plan.

Date	Description
YEAR 0	
January 2011	Begin writing syllabi for A-G course approval Start forming partnerships
February 2011	Board of Education decisions delivered to applicants
March – August 2011	PSC Academic and Operations Intensive Implementation Support Meetings
March 2011	Hiring process begins for grades 9 and 10 Set up student information and assessment systems Apply for PCSGP start-up grant and Walton Family Foundation start-up grant
April 2011	Purchase curricular materials for grades 9-10 Plan Assessments for grades 9-10 Plan for staff development
May 2011	Student Enrollment for grades 9-10 Input information into student information system
June 2011	Finalize hiring for grades 9-101
YEAR 1	
July 2011	Teacher training for Summer Bridge program Summer Bridge
August 2011	Parent Orientations Teacher Training Academy
September 2011	School Year Begins for grades 9-10 Apply for WASC Accreditation

March 2012	Hiring process beings for grade 11
April 2012	Purchase curricular materials for grade 11 Plan assessments for grade 11 Plan for staff development
May 2010	Student Enrollment for incoming grade 9 Input information into student information system
June 2012	Finalize hiring for grade 11
YEAR 2	
July 2012	Teacher training for Summer Bridge program/Summer School Summer Bridge/Summer School
August 2012	Parent Orientations Teacher Training Academy
September 2012	School Year Begins
March 2013	Hiring process beings for grade 12
April 2013	Purchase curricular materials for grade 12 Plan assessments for grade 12 Plan for staff development
May 2013	Student Enrollment for incoming grade 9 Input information into student information system
June 2013	Finalize hiring for grade 12
YEAR 3	
July 2013	Teacher training for Summer Bridge program/Summer School Summer Bridge/Summer School
August 2013	Parent Orientations Teacher Training Academy
September 2013	School Year Begins Program Fully Implemented

SUPPLEMENTAL APPLICATION

Network Portfolio and Performance

1. Portfolio of Schools

Provide an overview of the schools/campuses within your portfolio. Please include the following:

1a. Number of school(s)/campus(es) and total number of students served

Currently Synergy Academies operates two high-performing schools:

- **Synergy Charter Academy** elementary school (grades K-5) serves 312 students and has been in operation since 2004.
- **Synergy Kinetic Academy** middle school (grades 6-8) serves 355 students and has been in operation since 2008.

1b. Cities or communities served

Both schools are located in South Los Angeles.

- **Synergy Charter Academy** is located in the area that is served by Wadsworth Elementary School, Carver Middle School and Jefferson High School.
- **Synergy Kinetic Academy** draws the majority of its students from the same area and is physically located at 104 W. 47th Place. Its current location lies within the boundaries of the Santee Education Complex.

1c. Grade levels served

- **Synergy Charter Academy** serves grades K-5.
- **Synergy Kinetic Academy** serves grades 6-8.

1d. Unique school theme or models in your organization

- **Synergy Charter Academy** teaches a complete, rigorous curriculum that is based on the California Content Standards. It has an emphasis on language arts, mathematics, and technology.
- **Synergy Kinetic Academy** also teaches a complete, rigorous curriculum that is based on the California Content Standards. It has an emphasis on STEM education (science, technology, engineering and mathematics) middle school.

1e. Type of schools in your portfolio (e.g., Charter, Network Partner, etc.).

Both schools are charter schools that are governed by Synergy Academies. The third school that we hope to open in Fall 2011 is a charter high school named Synergy Quantum Academy, which will also have a STEM focus.

2. Portfolio Growth

2a. Describe the organization's proposed scope of growth over the next five years both in LAUSD and nationally (years, number and type of schools, target cities etc,)

Over the next five years, Synergy Academies plans to add one high school in Fall 2011, Synergy Quantum Academy. This application is being completed for that school. After Synergy Quantum Academy is opened, Synergy Academies will have one elementary school, one middle school, and one high school as shown below:

- Synergy Charter Academy (elementary school opened in 2004)
- Synergy Kinetic Academy (middle school opened in 2008)
- Synergy Quantum Academy (high school planned opening in 2011)

Once Synergy Quantum Academy is opened, Synergy Academies has no current plans to open additional campuses in the next five years. With a school in each of the three grade spans, the strategic goal of Synergy Academies is to focus on making each one of these campuses a national model of how inner city schools can be successful.

Synergy Academies' first campus, Synergy Charter Academy has been around the longest and has already established a national reputation, including winning a **2010 National Blue Ribbon Award**. It is the first elementary school in inner city South Los Angeles to ever win this award.

Our second school, Synergy Kinetic Academy middle school, is in its third year of operation and is already establishing a legacy of its own. In two short years, it has already reached the 800-point mark on the API while nearby schools have yet to reach 600 on the API.

The goal is to have our high school follow in the Synergy tradition. Synergy Academies seeks to have its three schools become professional development campuses where the practices that have led to academic success can be shared with other schools.

2b. Provide evidence of your organization's capacity to manage multiple schools/campuses.

Synergy Charter Academy opened in 2004 and was governed by a 501(c)(3) non-profit organization under the same name, Synergy Charter Academy. It operated as a single school for four years and was led by Co-Directors Randy Palisoc and Meg Palisoc, who both oversaw the instructional and operational aspects of the school.

During this time, plans were made to open up a second school in 2008 named Synergy Kinetic Academy and a third school in 2011 named Synergy Quantum Academy. The school sought the advice of other charter school leaders on the topic of expansion, and they provided advice about not growing too quickly and outstripping your capacity to run a successful school.

Based on this advice, the non-profit was restructured in 2008 and the name of the organization was changed from "Synergy Charter Academy" to simply "Synergy Academies." This would then allow Synergy Academies to govern three schools:

- Synergy Charter Academy
- Synergy Kinetic Academy
- Synergy Quantum Academy

When Synergy Kinetic Academy opened in 2008, staff within the organization were identified to step up to leadership positions to assist with the planned expansion. Teacher Jennifer Epps was promoted to Co-Director of Synergy Charter Academy with Randy Palisoc. Meg Palisoc moved to the middle school, Synergy Kinetic Academy, to become a Co-Director

and the new campus, and Dr. Shannon joined the leadership team as well. Also, Erika Chua joined the team as the Director of Operations. In 2009, the organization was restructured again in anticipation of future growth. Meg Palisoc became the CEO the overall organization, placing Dr. Shannon as the sole Principal and Synergy Kinetic Academy. Randy Palisoc became the Chief Achievement Officer of the organization, placing Jennifer Epps to as the sole Principal at Synergy Academy. Recently, Synergy Academies has contracted back office services in order to assist Erika Chua with the increased paperwork under the Director of Operation position.

Even though the organization has grown, it has been able to maintain high quality in its instructional and operation components. This is due to the fact that expansion was anticipated and planned for in advance before it actually occurred.

Now that Synergy Quantum Academy nearing the implementation phase, we are again promoting from within and moving key personnel to where they can best serve the organization.

3. Performance Data

3a. Provide evidence of the organization's successful management of academic and non-academic operations of schools/campuses in your portfolio (e.g. professional development, back-office support, facilities maintenance). Please include evidence from performance data assessments that measure student growth and achievement in math and English Language Arts. Include comparative local district data where available.

Synergy Charter Academy: In the fall of 2004, Synergy Charter Academy (grades K-5) opened in one of the lowest-performing areas of inner city South Los Angeles under the premise that with sound, research-based instruction, all students can succeed regardless of their demographic background. By staying true to this instructional philosophy, Synergy Charter Academy's educationally disadvantaged students have performed remarkably well through the years. In 2010, Synergy Charter Academy earned an API score of 897, and the U.S. Department of Education named Synergy a winner of a prestigious **2010 National Blue Ribbon Award**. This is the highest honor that an American public school can earn, and Synergy Charter Academy is the first elementary school in the history of South Los Angeles to ever win this award. This gives great hope to the ideal of educational equity and proves that with sound, research-based instruction, the achievement gap can indeed be eliminated.

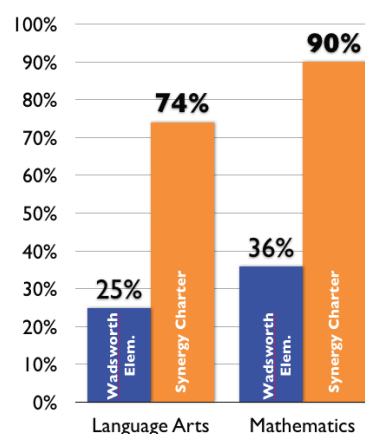
Synergy Charter Academy is far outperforming nearby elementary schools. On the 2010 California Standards Test, 74% of Synergy's students were proficient in English Language Arts compared 25% at Wadsworth Elementary. In Mathematics, 90% of Synergy students were proficient compared to 36% at Wadsworth Elementary.

Synergy Kinetic Academy: In Synergy's South Los Angeles community, local middle schools have been struggling to an even greater degree than local elementary schools. Therefore, in 2008, Synergy Kinetic Academy opened to help address this problem. By following in the same instructional philosophy used by Synergy Charter Academy and adapting it to the middle school level, Synergy Kinetic Academy is already establishing a legacy of its own. While schools less than a mile away have not yet reached 600 on the API, Synergy Kinetic Academy already broke the coveted 800-point API barrier in just its second year of operation with an API score of 802.

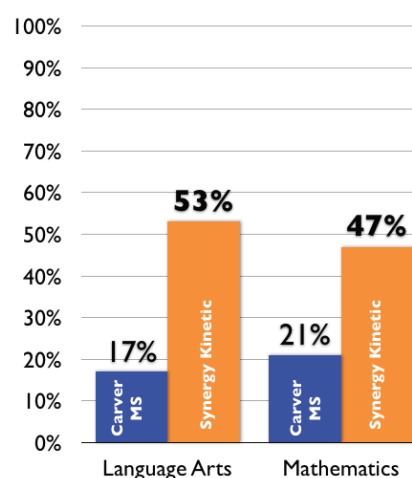
Synergy Kinetic Academy is outperforming students at local middle schools. On the 2010 California Standards Test, 53% of Synergy students were proficient in English Language Arts compared to 17% at Carver Middle School. In Mathematics, 47% of Synergy students were proficient compared to 21% at Carver Middle School.

It is important to note that Synergy's middle school has a larger enrollment than its elementary school. Thus, only 25% of our middle school students came from our elementary campus. Even though 75% of our middle school students were new to Synergy, they are still making considerable progress.

2010 California Standards Test
Elementary

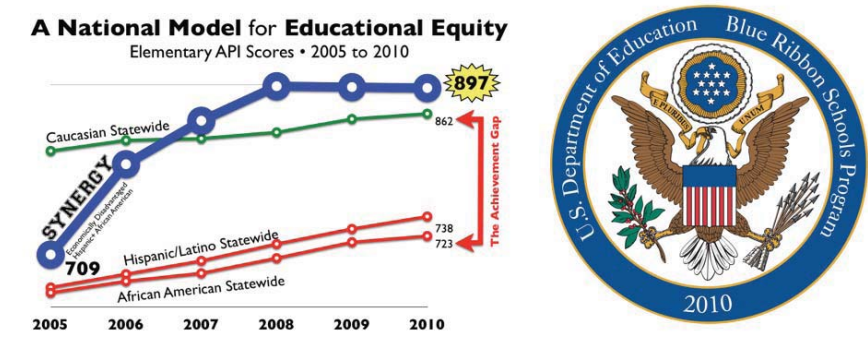


2010 California Standards Test
Middle School



Partnership with LAUSD: In addition to the 2010 National Blue Ribbon Award, Synergy Charter Academy elementary school, which has been around the longest, has also won the 2009 Title I Academic Achievement Award and the 2008 California Distinguished School Award. For the past four years in a row, longitudinal data shows that its Hispanic and African American students have outperformed Caucasian students statewide on the API. In order to share best practices with LAUSD, Synergy Charter Academy is currently “co-operating” campus with LAUSD Local District 5 on the Central Region Elementary School (CRES) #17. Previously, Synergy Charter Academy was operating out of a rented church one block away in which it had to pack up every Friday and unpack every Monday so that its lessor could use the building on the weekends.

Synergy Charter Academy's Achievements



Operations: The schools of Synergy Academies operate within their budget and have ended each year with a positive cash balance. Its audit reports since the organization started in 2004 are always clean and show appropriate internal controls.

The retention rate of employees is high, and 14 out of 15 teachers from last school year continue to work for the school. Synergy does this by making sure that teachers are supported in the performance of their duties, and that they are receiving meaningful professional development.

From a facilities standpoint, Synergy maintains positive working relationships with its lessors. Synergy Charter academy was located at the same location at St. Patrick Church for six years before moving onto a new campus this year. Synergy Kinetic Academy is also renting from a church, and has been at the same location for two years. While at church sites, Synergy provided for cleaning services on its own. It kept the facilities in good working order, which helped to maintain good relationships with the lessors.

Prior to that, Synergy Kinetic Academy had a successful Proposition 39 placement at Hobart Blvd. Elementary School. It was not able to stay there for the second year because Hobart did not have enough room to accommodate Synergy Kinetic Academy's expansion.

3b. Identify the key areas for improvement within our portfolio of schools and discuss how these are being addressed network-wide.

As mentioned above, due to a larger enrolment at Synergy's middle school, only 25% of Synergy's middle school students actually came from elementary school. That means 75% of its middle school students came from other schools, and many are arriving at middle without the requisite skills. Synergy is working with teachers and parents to help bring these students up to speed more quickly.

Recently, Synergy added additionally staff to both campuses to help with operations. Synergy is working on making sure that as new staff are added, they are trained adequately and learn the schools systems and expectations quickly.

ORGANIZATIONAL CAPACITY

1. Organizational Responsibilities and Goals

1a. Describe the core functions of the organization in relation to the school/campuses it operates or will operate both now and in five years.

Synergy Academies is the parent organization under which Synergy Charter Academy and Synergy Kinetic Academy operate. Meg Palisoc is the CEO, Randy Palisoc is the Chief Achievement Officer, and Erika Chua is the Director of Operations. The core functions of the organization Synergy Academies is to make sure they have everything they need to focus on student achievement.

Two internal functions that ensure that the schools are functioning well are 1) academics and 2) operations. As Chief Achievement Officer, Randy Palisoc oversees the internal academic functions. As Director of Operations, Erika Chua oversees the internal operational functions, including accounting, payroll, and human resources. Erika works with our back office provider to make sure that the financial aspects of the school are handled appropriately.

From an external standpoint, two key functions are partnerships and fundraising. As CEO, Meg Palisoc is in charge of the external aspects of the school. Again, this includes developing partnerships with outside organizations in the interest of student achievement and working on development and fundraising so that the school can have more flexibility in offering supplemental programs. Working with outside partners also involves negotiating contracts for various services such as food service and health benefits.

By taking care of the organization's internal functions of academics and operations and the school's external functions of partnerships and fundraising, the individual school's Principals can focus on what is happening at their specific school sites and spend more time academic achievement.

Over the next five years, Synergy Academies will have three schools. As the organization grows in terms of number of students and number of employees, additional staff may be hired to help with the increased workload.

1b. Describe the organization's short-and-long-term academic, financial and operational goals.

Academic Goals: As mentioned before Synergy mission is to eliminate the achievement gap, and its vision is for its student to eventually attend college. Synergy measure its progress on these two standards using various assessments, including statewide tests. In the long term, since both Synergy schools are above the state goal 800 on the API, the goal is to always stay above that level. In terms of the NCLB, like all public schools, Synergy is held to the level of expectation set by NCLB. Synergy knows that 100% proficient by 2014 will be challenging goal for any school in the country, much less for a school in the inner city. However, Synergy will do its best to adhere to this standard.

In the short term academically, Synergy has many new students this year because both campuses have expanded. As such, many of its new students are performing below grade level. Synergy's goal is to have the number of students who scored proficient on the CST to increase by 7% a year. This is higher than the rate of growth statewide. The proficiency bands on the CST are Advanced, Proficient, Basic, Below Basic and Far Below Basic. Synergy's goal is to have all students who take the CST move up a one proficiency band on the CST.

Financial Goals: The schools of Synergy Academies have always operated within their budgets, and they always ended the year with a positive net income. A long-term financial goal is to have each school continue to operate on regular public funding and maintain a 5% reserve

on a year-to-year basis. This will help to make sure that the school is financially sustainable, even without relying on significant fundraising.

Synergy Academies is starting to engage in more fundraising in order to enrich the basic program, but as mentioned in the application, it budgets in a way where the school does not count on this funding to run the operations of the school. An example of outside fundraising is when our middle school students went on a cross-country trip to Washington, D.C. The trip was made possible by a generous grant, which helped pay for part of the expenses. If the funds were not raised, the students would not go on this supplemental trip. However, since it was supplemental, it would not have been detrimental to the base operations of the school.

In the short term, the California state budget has been a challenge for all public schools in the state. All California public schools are experiencing delays in funding as the state defers payments from one period to another. Additionally, as Synergy expands its program, it will require funds to pay for start up costs. These two factors show that maintaining cash flow should be short-term goals of the organization. Currently, Synergy schools have built a safe reserve for economic uncertainty. In the past, Synergy has conducted intra-organizational loans to its new school, which were then paid back once funding came in. Synergy anticipates doing a similar loan to its new high school. To help with cash flow and start-up expenses, Synergy will apply for start-up grants with the California Department of Education under the Public Charter School Grant Program (PCSGP) and with the Walton Family Foundation. Synergy has successfully applied for and received grants from both sources in the past. The application process will take place by the leadership team around January or February 2011, once Synergy Quantum Academy's charter petition is approved by LAUSD.

Operational Goals: Synergy knows that a smooth operating campus is just as vital to academic achievement as is solid classroom instruction. This includes the functions of outside supervision, custodial functions, data and reporting, and accounting functions. Synergy's long-term goal is standardize its operations across all three campuses so that best operational practices at one campus are implemented on all three campuses. This way, site Principals again can focus on instruction and achievement instead of focusing on operational aspects. This is a long term goal that may take one to two years to finalize as systems are analyzed.

In the short term, Synergy Charter Academy and Synergy Kinetic Academy are already operational, but the operational plan for Synergy Quantum Academy must be developed. The Principal will be in charge of meeting this goal, which needs to be accomplished within the next six months before the school opens. The Principal will start in January to visit other well-functioning high schools to see how they are run.

1c. Discuss the organization's role in assessing overall performance at individual school(s)/campus (es), as well as the interventions the organization will use to promote continued improvement at each school/campus.

Synergy Academies has two main roles in assessing overall performance at its individual school sites.

- Increasing efficiency
- Increasing effectiveness

While it is true that individual school sites have an intimate understanding of what is going on their own campuses instructionally and operationally, it is the organization's job to keep a macro perspective to see how the organization as a whole is doing. By maintaining a big picture view and an off-campus perspective, the organization can better spot larger trends that may be missed at the ground level, especially in light of the business of a regular school

day. By assessing overall performance in all the schools, the organization can recommend changes that increase the efficiency or effectiveness of each individual school site.

For example, if middle school students are struggling with writing strategies, the Chief Achievement Officer may look at classrooms at the elementary school level to find out what effective practices are being used with beginning writers. When this information is shared across campuses via the organization, it facilitates what is called “vertical teaming” in education lingo. Vertical teaming means that teachers in different grade levels are learning from each other. This is in contrast to horizontal teaming in which the same grade level meets. This vertical teaming was facilitated at the organizational level.

Additionally, if one school wrote a compelling newsletter for its parents that may be of use at the other school, the same article can be shared with the other campus. This way, the arduous task of writing an article is not duplicated, thereby making the organization more efficient.

One system that Synergy will have in place to help assess the overall performance of all schools is the Illuminate Student Data System. This is a networked system run off of web browsers that allows teachers and school staff enter student data, including assessment data, behavior logs, and parent contact logs. This makes it easier for responsible parties to get the information they need to perform their duties.

CEO Meg Palisoc conducts weekly one-on-one meetings with her school directors to get an overall picture of how each campus is doing. By conducting these meetings, she is able to stay abreast of any challenges or successes that a particular campus has, and the organization can respond accordingly.

One event that creates coherence throughout the organization is the Teacher Training Academy that takes place every summer before the school year begins. The Teacher Training Academy has been the centerpiece of Synergy Academies’ professional development for the past seven years. In the spirit of creating a “sense of synergy” where the entire school community is focused on student achievement, every single Synergy employee in the entire organization, including support staff, attends the first day of the Teacher Training Academy. This is where everyone is reminded to the school’s vision of student achievement, and it gives a sense of purpose and meaning that drives the staff for the entire rest of the year. During the Teacher Training Academy, the expectations for the year are laid out, and teachers know that throughout the year, professional development will be focused on student achievement.

2. Organizational Leadership

2a. Describe the organization's leadership team and how reporting relationships in the organization will evolve with the addition of a new school(s)/campus(es). Describe any additional roles/positions that will be added to the organization to strengthen capacity to support school growth and reflect the school community you see to serve.

The current leadership team consists of Meg Palisoc, CEO; Randy Palisoc, CAO; Erika Chua, Director of Operations; Dr. Barbara Shannon, Director of Synergy Kinetic Academy; Russell Lawton, Assistant Director of Synergy Kinetic Academy; and Jennifer Epps, Director of Synergy Charter Academy.

With the addition of the new high school, leaders are shifting to accommodate the expansion, and reporting relationships will change slightly. Dr. Shannon, who is the Principal of the middle school, is transitioning in January to become the Principal of the high school. Mr. Lawton, who is the Assistant Principal of the elementary school, will take over as the Principal of the middle school.

Jennifer Epps will remain Principal of the elementary school, Meg Palisoc will remain CEO of the organization, and Erika Chua will remain as Director of Operations of the Organization. Randy Palisoc, will remain the Chief Achievement Officer of the organization, but he will spend the majority of his time next year at the high school since it is the new campus. He will help out with establishing operational systems to make sure the campus runs smoothly, and he will use his expertise as an intervention specialist to create instructional programs for new students who arrive below grade level. See Appendix I for an organizational chart.

At the school site level, we anticipate hiring additional supervisory staff to assist with school operations. This will minimize the number of discipline issues that the Principals need to address, thereby freeing up time to focus on instruction. Additional assistant may also be hired to assist CEO Meg Palisoc and Director of Operations Erika Chua with the increased workload due to the expansion.

2ai. Attach job descriptions and resumes (where positions have been filled) for key organizational leadership roles (e.g. CEO, Chief Academic Officer, Chief Financial Officer, etc.) and label appropriately.

Please see the Appendix H.

2a.ii. Attach an organizational chart that shows lines of authority among school leadership staff (e.g. Principal/instructional leader, operational leaders, and other key leaders) and the oversight or advisory structure (including Board and/or other school advisory bodies) for the proposed schools(s)/campus(es).

Please see the Appendix I.

2b. Board Role: Describe the roles and responsibilities of the Governing Board, including how often it will meet. In addition to legal and compliance considerations, please describe what contributions the Board will make to the long-term success and sustainability of the school, such as how it will monitor academic and operational aspects of the school.

As a charter school, Synergy Academies is governed by a non-profit Board of Directors in accordance with charter public school law. The Board of Directors seeks the input of all stakeholders, including teachers, parents, administrators, and staff in order to maintain a focus

on academic achievement. The Board of Directors upholds the reputation that has been developed of Synergy Academies, and it bases its decisions on what is best for students.

The Board of Directors will have full fiduciary responsibility and will be responsible for the overall direction of the school. They will be responsible for setting policy and may delegate day-to-day operational decision-making to staff. Specifically, all Principals report to the CEO and the CAO, and the CEO and CAO report to the Board. At the direction of the CEO and CAO, Principals are then responsible for creating procedures for carrying out the policies and directives of the Board of Directors.

The Board of Directors meets on a monthly basis. Specific responsibilities for the Board of Directors include:

- Making major policy decisions.
- Developing a long-term strategic plan for fundraising, facilities, and other issues.
- Monitoring the school's compliance with applicable laws, the school's fiscal health, and the school's progress toward achieving its mission and goals.
- Supervising key administrators including the Chief Executive Officer and Chief Achievement Officer.
- Making decisions affecting the school including, but not limited to, educational programs (i.e., review and approval of the school's charter petition, LEA plan, technology plan, participation in class size reduction, Consolidated Application), contracts, budgeting and financial management, and health and safety.
- Adherence to federal and state laws, the Articles of Incorporation, and adopted Bylaws.
- Employee relations including employment and discharge, performance evaluation, and compensation of teachers, administrators, and staff.

Synergy's Board of Directors is focus much of its effort on development and fundraising in order to be able to provide supplemental resources to each of the schools.

2c. Board Structure: Describe the structure of the Governing Board at the proposed school, and identify any proposed Board committees and their roles. (2 attachments)

Synergy Academies' Board of Directors ("Board of Directors" or "Board") consists of nine (9) to thirteen (13) voting members and one (1) or more non-voting member(s) as described in Synergy Academies' Bylaws (see Appendix J). These members are selected to represent a diversity of backgrounds and are dedicated to the success of the school. Since charter schools deal with a spectrum of issues, Synergy Academies seeks Board of Director members with a wide range of backgrounds, expertise, and experiences. These include knowledge in the fields of education, finance and accounting, law, business, outreach, fundraising, and marketing.

2ci. Attach the By-laws of your school's Board or an outline of the same, and a copy of the Articles of Incorporation for the not-for-profit entity that will hold the charter for the school in the appendix.

Please see Appendix J.

2cii. Attach proof of filing for 501(c)3 status by the applying entity.

Please see Appendix K.

2d. Board Development: Identify the composition of the Governing Board, including key skills and constituencies that will be represented. Attach resumes of any Governing Board members who have already been identified. Label each resume as “Governing Board Member.”

Please see Appendix L for resumes of governing board members.

The Board of Directors currently include the following individuals who have a variety of knowledge and success in organizational leadership and public education, including professional experience relevant to the focus and mission of the educational program of the school:

- **Karen Bracher**, Affordable Housing Development Consultant – Yokota & Associates, Inc. Karen has a degree in Architecture and therefore, she understands the value of Synergy Quantum Academy’s emphasis on science, technology, engineering, and math, and their direct application in the workforce.
- **Masako Carpenter** (Interim Treasurer), Former Audit Partner – KPMG, LLP. Masako brings experience as a former auditor and a certified public accountant. She helps provide oversight to Synergy’s staff to ensure that our organization and schools are fiscally responsible.
- **Viviana Escobar** (Vice President), Complaint Analyst – State Bar of California. Viviana’s grandmother lives in Synergy Quantum Academy’s target neighborhood. Thus, Viviana understands the neighborhood’s need for better quality high schools and she is an example of a successful professional Latina.
- **JoAnn Koplin**, Partner – TFO Architecture. JoAnn has extensive knowledge about charter school facilities and she also has experience serving as the President of the Beverly Hills Board of Education.
- **Ana Ordoñez** (Parent Representative, non-voting), Parent – Synergy Charter Academy. Ana has a daughter who graduated from Synergy Charter Academy and a daughter who currently attends Synergy Charter Academy. She has witnessed firsthand the transformation of her eldest daughter from a student who struggled with reading and math prior to attending Synergy Charter Academy to a student who is now performing near the top of her class in high school after graduating from Synergy Charter Academy. Ana is one of the parents who helped spearhead Synergy Academies’ leadership to look into starting a quality high school in the community.
- **Jenny Peña** (President), Senior Regional Human Resources Manager – ARINC. Jenny has extensive knowledge in human resources management and has assisted Synergy with evaluating the feasibility of our school and personnel expansion plans.
- **Tiffany Sanders**, Internal Advisor Consultant – Nuveen Investments. Tiffany used to volunteer to work with middle school students at John Adams Middle School in Synergy Quantum Academy’s target neighborhood, which gives her a hands-on perspective of the community and its needs. Tiffany also served as Synergy’s Board President for multiple years.
- **Laurie Selik**, Former Senior Development Officer – American Public Media. Laurie is using her expertise in development to assist Synergy with strengthening its fundraising and development efforts.
- **Jared Sopko** (Secretary), Project Manager – Global Inheritance. Jared was a former job captain for Osborn Architects and has experience working on both traditional school and charter school facilities projects in LAUSD.

- **Ashwin Vasavada**, Deputy Project Scientist – NASA Jet Propulsion Laboratory. Ashwin has a background in science and engineering which is an asset to Synergy's secondary schools' focus on science, technology, engineering, and math (STEM).
- **David Woollard**, Senior Software Engineer – NASA Jet Propulsion Laboratory. David has a background in computer science and engineering, and is committed to assisting Synergy with its efforts to strengthen inner-city schools' instruction in science, technology, engineering, and math (STEM).
- One position as a non-voting member of the Board of Directors has been reserved for a staff member of the school district in which the charter school is located, as per Policy for Charter Schools in the Los Angeles Unified School District.

INSTRUCTIONAL PROGRAM

1. Curriculum

Describe the organization's role on developing curricula for the school(s)/campus(es) in your portfolio. Describe how the curriculum is or is not aligned across schools/campuses.

Synergy Academies' role on developing curricula for the schools in the organization are to ensure that not only are curricula effective, but that there is a sense of "instructional coherence" and consistency throughout the organization. There are a number of reasons that necessitate this.

First of all, Synergy Academies' has a very specific mission and vision that are related to eliminating the staggering achievement gap in the inner city. Solutions to this problem have been elusive to many, and as such, Synergy knows it must focus on what has proven to be effective. Therefore, Synergy Academies' as an organization has selection criteria regarding the type of curriculum that are used.

Secondly, as Anderson and Krathwohl explain in *A Taxonomy for Learning, Teaching, and Assessing*, the current educational landscape is one of high-stakes accountability. As a result, the book was written in the context of "teachers as curriculum implementers" who are given a set of objectives (i.e., standards) and are expected to deliver instruction in an effective and efficient way that allows a large percentage of students to meet them. Since **the achievement gap is so massive and widespread**, having teachers be "curriculum implementers" instead of "curriculum makers" is necessary so that the school can be efficient and effective in providing an education to students (of course, Synergy teachers are trusted professionals who are given the leeway to adjust the curriculum as necessary). As a result, a consistent, effective curriculum is used so that teachers can spend their time teaching instead of having to "make stuff up from scratch," which is not very efficient and is not always effective.

A third reason a consistent curriculum is used is in the interest of "vertical teaming." Vertical teaming involves teachers in different grade levels working together in a longitudinal fashion. Greater vertical teaming leads to higher achievement, and a lack of vertical teaming can hurt student achievement. For example, middle school students learn about simplifying fractions in the sixth grade, which requires finding the greatest common factor, which requires knowing one's multiplication tables. However, if the third grade elementary school teacher didn't teach the third grade skill of multiplication tables effectively, it puts the middle school teacher in a difficult teaching situation. This is an example of where there is no vertical teaming across grade levels, and it hurts the performance of the entire organization's students in all the subsequent grades.

The organization values teacher input, and thus is constantly getting feedback from them about what is working and what is not. It makes sense to do so because they are the ones actually implementing the curriculum. Based on this feedback, curricular decisions are made, and the curriculum is used and aligned school-wide or organization-wide accordingly.

Additionally, Synergy has teachers who have developed expertise in specific curricular areas, such as writing instruction. In order to share these best practices, the teacher helps to refine curricular materials and train other teachers within the school and between the organization in how to use these techniques. In this way, their effectiveness as a teacher is leveraged and has an impact on all other campuses.

This also makes it easier for parents who have children at more than one campus (i.e., a third grade student at the elementary school and a seventh grade student at the middle school).

2. School Culture and Climate

Describe how the organization will transition the culture of the existing school(s)/campus(es) to the proposed new school(s)/campus(es). How will the organization leverage current expertise within existing school(s)/campus(es) to accomplish this transition?

Synergy Academies has used a number of strategies in the past to make sure that existing culture of achievement at an existing campus is transferred to the new campus.

First of all, Synergy assigns experienced leadership who already know the desired culture to the new campus. For example, when Synergy started with an elementary school and added a middle school, one of the existing elementary Co-Directors was assigned to be a Co-Director at the new site. With a strong leader in place who is already skilled at creating a shared vision, it makes it easier to develop the culture at the new school and it leverages their expertise.

A second approach is to do a combined organization training as a method of induction of new personnel into the culture of the school. One of the ways this is done is via the All-Synergy Teacher Training Academy that occurs over the summer before the school year begins. At this training, the entire organization is there, and schools vision is explained. This way, new personnel can see that even though the campus is new, the culture of achievement in the organization is already established. This gives personnel a clearer standard to live up to.

During the Teacher Training Academy, the history of the organization is also explained as are the past results of each of the schools. This gives personnel the context and frame of reference to understand why things are done a certain way at Synergy. Also, when they see that the culture works as evidenced by increased student achievement, it makes it easier to buy in to the culture.

Parent Orientations are another key way that the culture is transferred. Parents attend the orientation over the summer before the school year begins. Much of the same information that was presented to teachers is also presented to parents, including the history of the organization and evidence of effectiveness via past results. The Parent Orientations are led by the school's Principals as well as the executive staff.

A final approach that has been used in the past is to conduct a Summer Bridge program for all new incoming students over the summer before the school year begins. This gives students an opportunity to learn and understand the culture of the school in a smaller setting, and it gives students and teachers an opportunity to get to know each other, thereby building a greater rapport. During the Summer Bridge, Synergy's Scholar Lessons are taught, which is a set of 20 practical ways for students to be successful. These are the "hidden rules" of successful students that are made explicit so that all students can benefit.

3. Data-Driven Instruction

Describe the organization's role in reviewing performance data, and describe how this data is used to drive improvement at the school-, campus-, and network-levels.

As shown earlier, the organization plays a big role in making sure effective and efficient practices are used throughout its schools so that each school site can focus on instruction and student achievement. This also applies to the area of reviewing performance data. Since the Board of Directors is accountable for the performance all the schools that it governs, it must have up-to-date and accurate information on how the school's are performing.

A new system that is being implemented this year is the Illuminate Student Information System. It is used to gather student data at the school level, and the information can also be aggregated and analyzed across the organization. For example, if an elementary school student matriculates to the middle school, their progress can continue to be tracked longitudinally to make sure that the progress that they made in one school continues at the next school.

Within the school, Illuminate can be used to monitor data at each specific school site. From an organization level, data can be examined at the macro level. Synergy wants each of its schools to benefit from expertise throughout the organization, and this is why it is important for the organization to have an understanding of how each school is performing. If an elementary school teacher is having difficulty explain a concept to students and the Principal at another school has a good way of presenting the lesson, then they should be learning from each other. The organization's role is to facilitate these exchanges.

One way this is done is via regular Leadership Meeting that are held for Synergy's leaders. About once a month, the Principals and Assistant Principals from each school site meet with the executive staff to discuss issues that affect the entire organization. This provides a regularly scheduled routine to foster communication in this way. Additionally, school leaders contact each other via telephone or e-mail regularly to get advice from each other. Again, the organization's role is to foster these interactions.

Data is used on an ongoing basis to review the schools programs and make adjustments as needed. The summer between school years is also a key point in which the leaders throughout the organization get together, and based on feedback from teachers and assessment data, they work together to forge a plan for the upcoming school year.

4. Professional Development

4a. Discuss the role of the organization in providing professional development for schools/campuses across the portfolio.

The schools of Synergy Academies have a shared vision of student achievement and of professional development, and this vision comes from leadership at the organization level, including the CEO and CAO. As mentioned earlier, the Teacher Training Academy is an important element in setting the tone for professional development for the rest of the year.

The Teacher Training Academy has been the centerpiece of Synergy Academies' professional development for the past seven years. In the spirit of creating a "sense of synergy" where the entire school community is focused on student achievement, every single Synergy employee in the entire organization, including support staff, attends the first day of the Teacher Training Academy. This is where everyone is reminded to the school's vision of student achievement, and it gives a sense of purpose and meaning that drives the staff for the entire rest of the year. During the Teacher Training Academy, the expectations for the year are laid out, and teachers know that throughout the year, professional development will be focused on student achievement.

During the year, weekly professional development takes place every Tuesday, and the organization delegates the professional development duties to the site Principal. The weekly professional development consistently refers back to the major themes and concepts that were discussed during the summer Teacher Training Academy. The format varies from whole group to grade level meetings to department meetings, depending on the topic.

Another way that the organization helps ensure consistency and instructional coherence throughout the organization is through the use of the Mentor Teacher that is part of the BTSA program. The current mentor teacher is a former elementary school teacher at Synergy Charter Academy. She mentors new teachers as part of their induction program, and she works with teachers and both the elementary school and middle school level. This helps to ensure the teachers throughout the entire organization are getting consistent training. The Mentor Teacher also interfaces with the site Principals, again helping to build instructional coherence.

4b. Describe how the organization will promote best practice sharing across the network.

Best practice sharing within the schools associated with Synergy Academies will happen naturally. That is to say, as best practices are shared within the schools themselves, the leaders will talk about these practices during the monthly Leadership Team Meetings. This discussion can be followed up by a demonstration across all of the schools during one of the weekly faculty/professional development days.

One of the goals of Synergy Academies is for the schools in the organization to become professional development schools that share best practices with other schools and Districts. As our teachers become more grounded in what has made the schools successful, they will be able to reach out and teach others. For example, Meg Palisoc and Randy Palisoc are already doing this at conferences and workshops where they have been asked to make presentations.

Not only is Synergy Academies sharing best practices within the organization, it is also sharing best practices with LAUSD as well. Synergy's elementary school, Synergy Charter Academy, is "co-operating" the campus of Central Region Middle School #17 with LAUSD Local District 5. One half of the campus is a charter school, and the other half is a regular district school. This Hybrid Best Practices Model was created to facilitate the sharing of best practices between district schools and charter schools in the interest of all students. As one of Synergy's founders often says, "Synergy Academies believes in working together and creating a sense of synergy because the achievement gap is too big for any single party to solve in its own."

FINANCES

1. Financial Impact of Additional Schools/Campuses

If you are adding schools to your existing portfolio of schools, describe how the organization's revenue and cost structure will be impacted.

In the 2010-2011 school year, Synergy Academies operates two high-performing charter schools: Synergy Charter Academy and Synergy Kinetic Academy. In the 2011-2012 school year, Synergy Academies will expand and open a high school, Synergy Quantum Academy. Synergy's financial model requires each school to be independently financially sustainable. With that said, opening a new school presents unusual fiscal challenges. The costs of starting up a brand-new school are very high, and the unprecedented level of deferrals we have been experiencing the past few years adds an additional challenge.

Synergy's other schools are able to provide a short-term loan to cover some of the start-up costs for Synergy Quantum Academy unless Quantum is able to secure start-up funding from the Walton Family Foundation and/or the Public Charter Schools Grant Program (PCSGP) of the CDE. If inter-organization loans are needed, Quantum will be able to repay these loans within the first several years of operation as the school expands to full capacity. When Synergy Academies opened Synergy Kinetic Academy in 2008-09, Kinetic received start-up funding from both the Walton Family Foundation and the PCSGP, and we are expecting Quantum to also receive start-up funding from one or both sources.

The "central office" overhead of Synergy Academies is currently very small, and is borne jointly by each Synergy school. Only two full-time staff members are shared equally by all schools – the CEO and the Director of Operations – and there are few "central office" expenses beyond those staff salaries. The central office team may expand slightly, but those costs will continue to be shared jointly by all Synergy schools and will not be a major factor in their budgets.

Appendix ? includes copies of Synergy Quantum Academy's five-year budgets that demonstrate that the school will be financially sound.

2. Fundraising

Discuss how the organization is equipped to reach any associated fundraising goals related to operating a school(s)/campus(es).

The schools of Synergy Academies do not include large amounts of fundraising in their budgets because they know that they cannot count on receiving these funds in any given year, much less on an ongoing yearly basis. Synergy does this so that it does not put itself in a position where an expensive program is started based on a one-time infusion of funds, and then is forced to cut the program in the future because the one-time funds have been expended and the school can no longer afford the program on its own. Therefore, Synergy only budgets for what it can afford based on normal state, federal, and local funding, including its General Purpose Entitlement, Categorical Block Grant, Title I funds, and Charter In-Lieu Property Tax funding. Essentially, Synergy has trained itself over the years to live within its means. As a result, the schools of Synergy Academies have always operated with a positive net income for the past seven years.

Although Synergy does not count on large grants or large fundraising revenue to sustain its basic operations, it does engage in grant writing to pay for special projects. Last year, for example, Synergy Kinetic Academy was able to take 25 of its seventh grade students on their first cross-country trip to Washington, D.C., thanks in large part to a generous grant that paid for part of the trip. Again, Synergy does not count on this kind of funding in its general operation budget, but it does seek outside funding. In the case of the Washington D.C., if the money was raised, then the trip occurred. However, if the money was not raised, the trip would not occur,

but it would not be a detriment to the base instructional program because it was never counted on in the first place.

The leadership team of Meg Palisoc, Erika Chua, Barbara Shannon, and Randy Palisoc are experienced in writing grants and have received funding from various sources. For example, Synergy Charter Academy received a start-up grant from the California Department of Education in the amount of \$450,000 and Synergy Kinetic Academy received a start-up grant in the amount of \$600,000.

Synergy Academies is also working on diversifying its funding stream by coming up with a development plan and fostering more individual giving. This will help the school to be more sustainable and can help pay for supplemental materials such as sports and music equipment. Erika Chua, Meg Palisoc, and the Board of Directors are taking the lead to develop this aspect of fundraising.

3. Audited Financial Statements (Appendix ?)

If applicable, provide the last two years of audited financial statements for the organization.

Audited Financial Statements for 2008-09 are attached for Synergy Charter Academy and Synergy Kinetic Academy. Synergy Academies does not have its own separate audit since its financials are divided among its schools. The audit for 2009-10 is not yet complete, but it will be provided to LAUSD by the December 15, 2010 deadline. Please notify us if we should forward a copy of the completed 2009-2010 audit to the Public School Choice team as well. Monique Epps from the Innovation and Charters Division confirmed that we could submit just our 2008-2009 audited financials for now that also include our financial statements for that year. Attached are also the audit letters from 2008-2009 and the draft audit letter for 2009-2010. The attached financial statements show that Synergy is solvent.

4. Profit and Losses/Revenue Sources

Specify overall profits and losses for the organization over the last three years and identify how revenue sources support the general organization. Demonstrate the percentage of revenue used to support the central organization in comparison to the percentage used to support individual schools/campuses in the organization's portfolio.

Since the audited financials statements for 2009-10 are not yet finalized, we can provide information on the "profit" earned by Synergy Academies in 2006-07, 2007-08, and 2008-09 in the table below. Our 2008-2009 financial statements are included in our 2008-2009 audited financial statements in Appendix .

	Synergy Charter Academy	Synergy Kinetic Academy	Both Schools Combined (Total "Profit" for Synergy Academies)
2006-2007	\$389,845	Not yet open	\$389,845
2007-2008	\$164,701	Not yet open	\$164,701
2008-2009	\$95,736	\$197,881	\$293,617
Total per School	\$650,282	\$197,881	\$848,163

Synergy Academies has historically been very conservative with its expenses, and has managed to develop reserves over the past several years that have enabled it to weather the current deferrals. This philosophy of conservative budgeting and spending is critical for smaller organizations like Synergy, and has created fiscal stability for our organization.

As mentioned above, only two staff members are shared equally between all schools as “central office” expenses: Synergy’s CEO, Meg Palisoc, and Synergy’s Director of Operations, Erika Chua. All other costs are allocated to the school receiving the benefits of the services. For example, expenses related to liability insurance and back-office services are allocated between each Synergy school based on that school’s ADA.

In 2010-11, the total cost of the two central office staff members, including wages, taxes, and benefits, is approximately \$177,000. The anticipated revenue for Synergy Academies’ schools in 2010-11 is expected to be \$5,095,802. These central office salaries are only 3.5% of the revenue received by the schools.

5. Internal Financial Controls:

Describe plans to ensure fiscal soundness and legal compliance for the proposed school. Specifically, address the financial monitoring process that will be used. Specify what financial reports will be generated and with what frequency, and identify the party responsible for generating these reports and his/her qualifications.

Synergy Academies has developed a strong system of internal controls that have been thoroughly reviewed by external, independent auditors as well as by LAUSD’s staff members who regularly review Synergy’s financial operations. Our internal controls have been developed by Board Members and consultants with experience in auditing, and are documented in our accounting policies and procedures. These internal controls are regularly revisited by both the staff of Synergy and the Board of Directors, and we are constantly searching for best practices to improve our processes.

Synergy’s internal controls are set up to provide an appropriate separation of duties. For example, Erika Chua prepares the bills for payment, but payment must be authorized by the CEO or CAO and/or members of the Board of Directors, depending on the amount of the expense. Checks are cut by CharterWorks, who provides many of Synergy’s back-office services, and CharterWorks also has its own internal separation of duties to ensure no one staff member has control over the entire process.

Synergy’s Board of Directors is very involved with monitoring the schools’ fiscal soundness and reporting. During each regular meeting of the Board of Directors, a financial report is given to every member of the Board. This report includes a Profit and Loss Statement (comparing actual expenses to budget) and Balance Sheet, as well as other reports that allow us to monitor CharterWorks’ performance. The documents are provided in advance to the Board of Directors along with a summary report, which gives them the opportunity to review the report and ask any questions that they have. Cash Flow Statements are also prepared when needed to demonstrate the organization’s ongoing cash availability for daily operations.

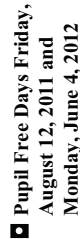
The individuals most involved with the finances of the organization are the following:

- Erika C. Chua, Director of Operations. With an undergraduate degree in Business Administration and an MPA from USC, Erika had the necessary background and experience to handle Synergy’s back-office operations for 1.5 years when all accounting functions were handled within the organization. During that period, Synergy received clean audits from its independent, external auditors.
- Randy Palisoc, Chief Achievement Officer, and Meg Palisoc, CEO. Before Erika was hired by Synergy, Randy managed all back-office functions for Synergy and developed very strong internal controls procedures for a small charter school. Currently, Randy and Meg provide internal oversight of Erika’s work, and they review and approve all expenses.
- CharterWorks, headed by Kristin Dietz, CPA. CharterWorks was founded by Kristin Dietz, who was formerly the CFO of PUC Schools and has auditing experience. Synergy began working with CharterWorks in 2009-10 to manage all Accounts Payable functions and was very pleased with the level of expertise and professionalism offered

by CharterWorks. In 2010-11, CharterWorks is handling most of the back-office services, and Erika Chua works closely with the Board to regularly review the services provided by CharterWorks.

- Masako Carpenter, CPA, Treasurer. Masako joined Synergy's Board of Directors in 2010 and has provided valuable insight and oversight for our financial processes and procedures. She works closely with Erika to review budget assumptions, and understand all aspects of Synergy's financial performance.

Starting in 2010-11, the monthly financial reports to the Board are generated by CharterWorks, and are then reviewed by Erika Chua before being sent to the Board of Directors. Also, the regular financial reports required by LAUSD are prepared by CharterWorks and are carefully reviewed by Erika Chua before being submitted to LAUSD.



DISTRITO ESCOLAR UNIFICADO DE LOS ANGELES

DATE
10/18/201



January 9, 2012 as a Pupil Free Day, then Monday, June 4, 2012 becomes an Instructional Day

SINGLE TRACK INSTRUCTIONAL SCHOOL CALENDAR 2011-2012

CICLO UNICO CALENDARIO ESCOLAR DE INSTRUCCIÓN

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90	90	90	90	90	90	90	90	90	90	90	90
91	91	91	91	91	91	91	91	91	91	91	91
92	92	92	92	92	92	92	92	92	92	92	92
93	93	93	93	93	93	93	93	93	93	93	93
94	94	94	94	94	94	94	94	94	94	94	94
95	95	95	95	95	95	95	95	95	95	95	95
96	96	96	96	96	96	96	96	96	96	96	96
97	97	97	97	97	97	97	97	97	97	97	97
98	98	98	98	98	98	98	98	98	98	98	98
99	99	99	99	99	99	99	99	99	99	99	99
100	100	100	100	100	100	100	100	100	100	100	100

[illegible]

IMPORTANT DATES:

07-04-2011	Independence Day	11-11-2011	Veterans Day	03-30-2012	Cesar E. Chavez Day
08-12-2011	Pupil Free Day	11-24 & 11-25-2011	Thanksgiving Holiday		Observed, Unassigned Day
08-15-2011	First Day of Instruction	12-19-2011 thru 01-06-2012	Winter Recess	04-02 thru 04-06-2012	Spring Recess
09-02-2011	Admissions Day	01-16-2012	Dr. Martin L. King, Jr.'s Birthday	05-28-2012	Memorial Day Observed
09-05-2011	Labor Day	# 01-09-2012	Second Semester Begins	06-01-2012	Last Day of Instruction
09-29-2011	Unassigned Day	02-20-2012	Presidents' Day	* 06-04-2012	Pupil Free Day

School Management Services

Appendix B

Daily Schedule

Daily Schedule

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Synergy Quantum Academy is considering implementing one of the two daily schedules below:

SAMPLE 6-PERIOD SCHEDULE					
Period	Begin	End	Period Mins.	Passing Mins.	Total Minutes
Period 1	7:30	8:24	54	5	59
Period 2	8:29	9:23	54	5	118
Period 3	9:28	10:22	54	5	177
Lunch/Seminar	10:27	11:02	35	5	217
Lunch/Seminar	11:07	11:42	35	5	257
Period 4	11:47	12:41	54	5	316
Period 5	12:46	1:40	54	5	375
Period 6	1:45	2:39	54	0	429
Pros:					
Requires less teaching staff-lower budget cost					
Schedule is simple for students to follow					
Cons:					
Shorter class periods do not allow sufficient time for project based learning experiences					
Shorter conference period provides less time for team planning and interaction					
More preps					

SAMPLE 4 X 4 BLOCK SCHEDULE					
Period	Begin	End	Minutes	Passing	Total
Block 1-2	7:30	8:49	79	5	84
Block 3-4	8:54	10:13	79	5	168
A Lunch/Flex	10:18	10:54	36	5	209
B Lunch/Flex	10:59	11:35	36	5	250
Block 5-6	11:40	12:59	79	5	334
Block 7-8	1:04	2:23	79	0	413
Pros:					
Additional instructional time for ELA and Math.					
Creates built-in daily intervention/enrichment program.					
Provides common conference time for teams, opening opportunities for interdisciplinary cooperation.					
Allows more time for project-based learning, one-on-on teacher/student instruction, and differentiated instruction within each particular lesson.					
Fewer preps					
Cons:					
Odd/even bell schedule may involve slight learning curve for students new to it.					
Single blocks for math and English leave less instructional time for ESL, science, and social studies.					
Additional teaching staff needed in math, ELA, and electives					

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Promotion, Graduation, and Discipline Policies

Promotion Policy:

Since Synergy Quantum Academy plans to work collaboratively with The Academy of the Sun and the Social Justice Schools, if our proposals are accepted, and we would like to allow our students to take classes from each other's small learning communities, we will determine the promotion policies together.

Graduation Policy:

All students are required to successfully complete 240 credits (170 core curriculum credits and 70 other credits) in order to graduate.

SYNERGY QUANTUM ACADEMY GRADUATION REQUIREMENTS

170 Core Classes	40 Seminar	10 STEM	20 Electives/Other
Subject Requirement	Synergy Graduation Requirement	UC and CSU Admission Requirement	
History/ Social Science (Core) UC/CSU Requirement A	30 Semester Credits 10 credits World Geography and Cultures 10 credits World History/Honors World History 10 credits US History 5 credits US Government 5 credits Economics	20 Semester Credits (equivalent to two year-long courses or four semesters) of history / social science courses are required. Coursework must include: World History, Cultures, and Geography - U.S. History / American Government (Civics)	
English (Core) UC/CSU Requirement B	40 Semester Credits 10 credits English 9 10 credits English 10 10 credits English 11/English 11 Honors 10 credits AP English Literature	40 Semester Credits (equivalent to four year-long courses or eight semesters) of college preparatory composition and literature are required. Both reading and writing components must be included in the courses	
Mathematics (Core) UC/CSU Requirement C	30 Semester Credits 10 credits Algebra 1 10 credits Geometry 10 credits Algebra 2 10 credits Pre-Calculus 10 credits Calculus/AP Calculus 10 credits AP Statistics	30 Semester Credits (equivalent to three one-year courses) of college preparatory mathematics are required. Four years are strongly recommended. Minimum requirements: Algebra. Geometry. Courses must include topics in two- and three-dimensional geometry.	

		Algebra 2
Science (Core) UC/CSU Requirement D	30 Semester Credits 10 credits Biology 10 credits Chemistry 10 credits Physics 10 credits Cell and Molecular Biology 10 credits Ecology and Evolution 10 credits AP Environmental Science	20 Semester Credits (equivalent to two one-year courses) of laboratory science are required. The two units must provide fundamental knowledge in at least two of these three core disciplines: biology, chemistry, and physics. Three years are strongly recommended.
Language other than English (Core) UC/CSU Requirement E	20 Semester Credits 10 credits Spanish 1 10 credits Spanish 2 10 credits Spanish 3 10 credits AP Spanish Language	20 Semester Credits (equivalent to two one-year courses) of coursework in a single language. Three years are recommended.
Visual and Performing Arts (Core) UC/CSU Requirement F	10 Semester Credits 10 credits Music History/Appreciation	10 Semester Credits (equivalent to one one-year course) required.
College Prep Elective (Core) UC/CSU Requirement G	10 Semester Credits (Any course exceeding the minimum UC Requirement.)	10 Semester Credits (equivalent to one one-year course) required. Course(s) can be taken in 9-12 grades but must fall within the following subject areas: visual and performing arts, history, social science, English, advanced mathematics, laboratory science, and languages other than English
Engineering	10 Semester Credits 10 credits Engineering	Not Required for UC or CSU admission. Required for High School diploma at Synergy Quantum Academy.
Seminar	40 Semester Credits 10 credits Freshman Seminar 10 credits Sophomore Seminar 10 credits Junior Seminar 10 credits Senior Seminar	Not Required for UC or CSU admission. Required for High School diploma at Synergy Quantum Academy.
Synergy Electives	20 Semester Credits per semester: 5 credits Technology	Not Required for UC or CSU admission. Required for High School diploma at Synergy Quantum Academy.

	5 credits Journalism 5 credits Math or Reading Intervention 1.5 credits House/Advisory Any other courses above the minimum A- G Courses.	
CAHSEE	Pass the CAHSEE and/or other test(s) that are required by CA for a public high school diploma	Not Required for UC or CSU admission. Required for High School diploma at Synergy Quantum Academy.
Community Service	40 hours	Not Required for UC or CSU admission. Required for High School diploma at Synergy Quantum Academy.
Apply to at least 3 universities	Must be a four-year university	Not Required for UC or CSU admission. Required for High School diploma at Synergy Quantum Academy.

Discipline Policy:

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

The school will periodically obtain feedback regarding its discipline policy from parents, students, staff, and board members, and make changes to the policy as needed. The lists of offenses for which students may be subject to suspension or expulsion may also be amended as needed based on feedback from school stakeholders.

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

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

If a student's behavior does not improve, parents may be asked to participate in the Student Success Team (SST) process. The Student Success Team, including a school administrator

and/or teacher, will work with the parent(s) to develop appropriate accommodations, modifications, and/or intervention strategies.

Suspension and Expulsion Procedures

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students, staff, and visitors at Synergy Quantum Academy. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as Synergy Quantum Academy's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Synergy's rules and procedures for suspension and expulsion are consistent with state and federal laws, are similar to those found at non-charter public schools, and afford students their due process rights.

School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Synergy Quantum Academy's administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. This Policy and its Procedures will be printed and distributed as part of the Parent/Student Handbook and will clearly describe discipline expectations. Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension (including in-school suspension), and expulsion. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

School administration may determine whether suspended students may remain on campus in an In-School Suspension or whether the suspended students shall be excluded from all school and school related activities unless otherwise agreed during the period of suspension. Expelled students shall be excluded from all school and school related activities unless otherwise agreed during the period of expulsion.

A student identified as an individual with disabilities or for whom the charter school has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities in Education Act ("IDEIA") 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 regular education students except when federal and state law mandates additional or different procedures. Synergy Quantum Academy will follow Section 504, the IDEIA, and all applicable federal and state laws including but not limited to the California Education Code, when imposing any form of discipline on a student identified as an individual with disabilities or for whom the charter school 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.

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 the School or at any other school or a School sponsored event at anytime including but not limited to: a) while on school grounds; b) while

going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

B. Enumerated Offenses

Students may be suspended or expelled for any of the following acts when it is determined the pupil:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force or violence upon the person of another, except in self-defense.
3. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object 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 a Director's or designee's concurrence.
4. Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, an alcoholic beverage, or an intoxicant of any kind.
5. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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 a controlled substance, alcoholic beverage, or intoxicant.
6. Committed or attempted to commit robbery or extortion.
7. Caused or attempted to cause damage to school property or private property.
8. Stole or attempted to steal school property or private property.
9. Possessed or used tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel.
10. Committed an obscene act or engaged in habitual profanity or vulgarity.
11. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
12. Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
13. Knowingly received stolen school property or private property.
14. 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.

15. Committed or attempted to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
16. 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.
17. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
18. Engaged in or attempted to engage in hazing of another.
19. Aiding or abetting as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person.
20. Made terrorist threats against school officials and/or school property.
21. Committed sexual harassment.
22. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.
23. Intentionally harassed, threatened or intimidated a student, group of students, or school personnel to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment.

The above list of 23 offenses is exactly the same as the 23 offenses listed in LAUSD's 2007-2008 Parent-Student Handbook and are the same as those listed in California Education Code §48900. As a result, the charter petitioners believe their proposed lists of offenses and procedures provide adequate safety for students, staff, and visitors to the school and serve the best interests of the school's pupils and their parents (guardians).

The above list is not exhaustive and depending on the offense, a pupil may be suspended or expelled for serious misconduct not specified above. Alternatives to suspension or expulsion will first be attempted with students who are truant, tardy, or otherwise absent from assigned school activities. The school may consider in-school suspensions versus at-home suspensions, unless a student poses a clear and present danger to students, faculty, and/or staff.

C. Mandatory Expulsion

LAUSD is requiring petitioners to identify "a preliminary list... of the offenses for which students in the charter school must (where non-discretionary) and may (where discretionary) be suspended and, separately, the offenses for which students in the charter school must (where non-discretionary) or may (where discretionary) be expelled, providing evidence that the petitioners reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools.

In order to be consistent with non-charter public schools and to demonstrate evidence that Synergy Quantum Academy reviewed the offenses for which students must or may be suspended or expelled in non-charter public schools, Synergy Quantum Academy is taking

language directly from LAUSD's own 2007-2008 Parent-Student Handbook, which has a section describing suspension and expulsion.

LAUSD's own 2007-2008 Parent-Student Handbook only describes instances in which mandatory expulsion occurs, and nowhere in LAUSD's own 2007-2008 Parent-Student Handbook does it specify any instances of mandatory suspension. Synergy Quantum Academy will use the exact same language regarding mandatory expulsion that LAUSD uses in its own 2007-2008 Parent-Student Handbook so that it can be consistent with non-charter public schools. The mandatory expulsion language from LAUSD's own 2007-2008 Parent-Student Handbook is shown below.

Under California law, a school principal is required to recommend a student's expulsion when he or she determines that the student committed one of the following while on campus or at a school-sponsored activity off campus:

- Possession of a firearm
- Brandishing a knife at another person
- Unlawfully selling a controlled substance
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Possession of an explosive

The Federal Gun-Free Schools Act of 1994 also mandates the expulsion of any student who takes a firearm onto a school campus.

The five instances of mandatory expulsion described by LAUSD's own 2007-2008 Parent-Student Handbook above are from California Education Code §48915(c). Additionally, California Education Code §48915(c) goes into greater detail and explains that the recommendation for expulsion for any of the five reasons above shall first be preceded by an immediate suspension. To be consistent with non-charter public schools, Synergy Quantum Academy will follow the procedures for mandatory expulsion language described by California Education Code §48915(c) and by LAUSD's 2007-2008 Parent-Student Handbook, as well as the mandatory suspension language more thoroughly explained by California Education Code §48915(c).

D. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by a Director or a Director's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Director. The conference may be omitted if the Director or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Placement/Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Placement/Expulsion by the Director or Director's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Director or designee upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

4. Appeal of Suspension

The parent/guardian of a suspended student may appeal the suspension decision within five (5) working days directly to the Director or Director's designee. The Director or Director's designee will expeditiously review the case with the parent/guardian and student in question within five (5) working days of receipt of the appeal. If the Director or Director's designee determines that the student has not violated one of the rules in the parent/student handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision may be reversed. This process may be amended as the administrative structure changes with the growth of the school and will be defined in the Parent/Student Handbook. Final appeals are to the local School Operations Committee and its decision will be final.

E. Authority to Expel

Students will be recommended for expulsion if the Director or Director's designee finds that at least one of the following findings may be substantiated:

- That the student committed one of the acts listed under mandatory expulsions according to California law.
- That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

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

F. Expulsion Procedures

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

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

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

1. The date, time, and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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

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

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

alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. Record of Expulsion Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

I. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board, Panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

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

J. Written Notice to Expel

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

1. Notice of the specific offense committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new school or district in which the student seeks to enroll of the student's status with Synergy Quantum Academy.

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

1. Student's name
2. Specific offense committed by the student.

K. Appeal of Expulsion

A request for appeal of expulsion must be received within five (5) working days after the written notice received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal itself will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parents(s)/guardian(s). In the case of expulsion, a fair and impartial Administrative Panel appointed by the Synergy Academies Board of Directors will hear the appeal, and its decision will be final.

L. Expelled Pupils/Alternative Education

In the event of a decision to expel a student from Synergy Quantum Academy, the Directors will work with the district of residence and/or county schools to assist with the appropriate educational placement of the student who has been expelled.

M. Disciplinary Records

The charter school shall maintain records of all student suspensions and expulsions at the school. Such records shall be made available to the District upon request.

N. Rehabilitation Plans

Pupils who are expelled from Synergy Quantum Academy shall be given a rehabilitation plan upon expulsion as developed by Synergy Academies' Board of Directors or a committee appointed by the Board of Directors 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Synergy Quantum Academy for readmission.

O. Readmission

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be at the sole discretion of Synergy Academies' Board of Directors following a meeting with a Director and the pupil and guardian or representative, to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. A Director shall make a recommendation to the Synergy Academies' Board following the meeting

regarding his or her determination. The pupil's readmission is also contingent upon the capacity of Synergy Quantum Academy at the time the pupil seeks readmission.

P. Discipline of Students with Disabilities

In the case of a special education student, or a student who receives Section 504 accommodations, the charter school will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, the charter administrator will convene a review committee to determine whether the student's misconduct was caused by, or had a direct and substantial relationship to, the child's disability; or if the conduct in question was the direct result of the Charter School's or District's failure to implement the student's IEP. If either is true, then, the conduct is determined to be a manifestation of the child's disability. If it is determined that the student's misconduct was not a manifestation of his or her disabilities as defined by the IDEA and its implementing regulations, the student may be expelled. Additionally, the charter school will work with the Special Education Program Coordinator within the Local District Office that serves its geographical area if it is determined that an alternative placement is in order.

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Federal Requirement, District publications and forms are available	Search and Serve	<p>The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. The Synergy will adhere to the LAUSD Special Education Policies and Procedures Manual.</p> <p>Furthermore, SYNERGY will distribute the <i>Are you puzzled by Your Child's Special Needs?</i> Brochure to every student to take home at the beginning of each school year. Students with disabilities, requiring special services, enrolling in the school will be identified promptly and provided the appropriate services. All staff members will understand the process established by SYNERGY for referring students who may require special services. The request for Special Education Assessment Forms will be readily available in Synergy's main office. The Parent Resource Network poster provided through the Special Education Support Unit will be prominently displayed in Synergy's main office and <i>Student Information Questionnaire for Parents and Guardians</i> and <i>A Guide to Special Education Services</i> will be readily available in the main office as well.</p> <ol style="list-style-type: none"> 1. At the beginning of the school year during the first week of school, Synergy will distribute the publication, "Are You Troubled by Your Child's Special Needs?", "Section 504 and Students with Disabilities" brochure to all of the students. 2. Synergy will also have the following publications available in the school's office for parents and staff members: Student Enrollment Form, Request for Special Education Assessment Form, Student Information Questionnaire for Parents and Guardians, and A Parent's Guide to Special Education Services. The school will display the Parent Resource Network poster and the monthly "Special Education Parent Training Calendar" in an area that is accessible to the public. 3. As soon as students officially enroll and are identified, their records will be requested from their previous schools. Upon enrollment or with initial referral for special education, Synergy will provide the parent with "A Request for Reasonable Accommodations" form. A completed copy will be placed in the student's special education folder. With the assessment plan, Synergy will provide the parent with "A Parent's Guide to Special Education Services. At least 10 school days (two weeks) prior to the IEP, Synergy will provide parents with "Notification to Participate in Individualized Education Program Meeting", and the "IEP and You" booklet. At the IEP meeting, the parents will receive an explanation of the information in "A Parent's Guide to Special

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		<p>Education", "Least Restrictive Environment" brochure and the "Parent Input Survey." Beginning at age 14, students must be included in the process. This is also the age when the ITP (Individual Transition Plan) is also included in the IEP meeting. Students must be encouraged to participate in the meeting and will be given instruction on their role in the meeting and their rights during the procedures.</p> <ol style="list-style-type: none"> 4. Staff receives training during summer Teacher Training Academy. Meg Palisoc who has been trained in LAUSD's special education administrator training program for Assistant Principals and the RSP teacher delivers this training. Staff receive instruction on how to request assessment for students they believe has or may have a disability and requires special education services. 5. When teachers suspect a student of having a disability and requiring special education services, they first go through an intervention process that lasts three to four weeks. This process requires that the teacher complete an Intervention form and keeping an active record of all interventions attempted. After trying different intervention methods, the student is referred to the Student Success Coordinator who presents the information to the RSP teacher. The RSP teacher then goes through the necessary steps of contacting the parents and completing the necessary paperwork to get the process started. The first step is to enter the pertinent information on the <i>Request for a Special Education Assessment Form</i>. The necessary providers are scheduled: a nurse for a physical and any other support persons needed depending on the disability, e.g. speech, hearing, psychologist. The RSP teacher does the Woodcock-Johnson testing and when all is completed, schedules an appointment with the student's parent(s) to share the findings during the IEP meeting. 6. All publications that are available are kept on campus including pamphlets that are sent to all families at the beginning of the school year telling them of their rights and the rights of their child (children) with disabilities. 7. Parent Support information is available in the main office. The RSP teacher is also available to answer any questions the parent might have.

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Outcome 2	Intervention Programs	<p>MULTI-TIERED FRAMEWORK TO INSTRUCTION AND INTERVENTION. Pursuant to LAUSD Bulletin 4827.1, <i>Multi-Tiered Framework for Instruction, Intervention, and Support</i>, in a multi-tiered approach to instruction and intervention, teachers provide instruction at each tier of service that is differentiated, culturally responsive, evidence-based and aligned to grade-level, content standards. All students should have universal access to this high-quality instruction. Universal access refers to the right of all students to have equal opportunity and access to high quality, grade-level instruction and behavioral support, regardless of socio- economic status, ethnicity, background, or disabilities.</p> <p>Four instructional methodologies and strategies have been identified LAUSD. These strategies offer universal access to core instruction. The research affirms that all students, including ELs, SELs, SWDs, and GATE students benefit from the integration of key access methodologies such as cooperative and communal learning, instructional conversations, the use of advanced graphic organizers, and targeted academic language development.</p> <ol style="list-style-type: none"> 1. Synergy teachers are responsible for differentiating lessons to accommodate learners. For students who are not meeting the grade level standards, there is other support available. If a student scores below basic and far below basic on the English Language Arts and Math CSTs, he/she must attend after school intervention. 2. Students will take the SRI (Scholastic Reading Inventory and the SMI (Scholastic Math Inventory) four times a year. This will help us see how students are advancing. The goals that are set for students during their IEP meeting are closely monitored by the RSP teacher. Parents will receive quarterly reports from the RSP teacher along with the student's quarter grades. 3. Intervention is provided by the RSP teacher as well as other teachers during after school intervention. There will also be periods of intervention during the student's elective time, where needed. 4. Reading Counts, Study Island and Rosetta Stone will be used depending on the intervention needed. Reading Counts is a program where students read fictional books at their own reading level. They then are tested on their comprehension. At both Synergy Charter (K-5) and Synergy Kinetic (6-8), some students entered school reading prescription books. These books having reading lexiles of 1.0 and above. The books often contain very few pages. Study Island is a computer based program where students can test on numerous subjects form math, English/Language Arts and Science to SAT and CAHSEE. Rosetta Stone can be used for students struggling with reading who need the very basics, identification of colors, syllables, etc. <p>5 All of the computer programs mentioned above (Reading Counts, Study Island, and Rosetta Stone) have some</p>

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		type of assessment. Therefore the student and adults get immediate feedback. This will let all involved, the student, teachers, and the RSP teacher, know what needs to be retaught.
Outcomes 5, 17 and 18 LAUSD Board Policy	Discipline Foundations Plan and Behavior Support	<p>Synergy believes that every student has the right to be educated in a safe, respectful and welcoming environment. Every teacher has the right to teach in an atmosphere free from disruption and obstacles that impede learning. At Synergy, this will be achieved through the adoption and implementation of a consistent school wide positive behavior support and discipline plan. Our discipline plan will be consistent with the District's <i>Culture of Discipline: Guiding Principles for the School Community</i> (BUL-3638.0) and <i>Culture of Discipline: Student Expectations</i> (BUL-3638.0). Our discipline plan identifies the roles of all stakeholders: Administrators, Teachers, Other School Staff, Students, and Parents. It outlines the plan to address safety and discipline issues and establishes a model of progressive student discipline that first seeks to educate and then to seek discipline that is appropriate to a student's infraction.</p> <p>Prevention: At the beginning of the year during parent orientation, Synergy will provide all students (both general education and special education) with a Parent-Student handbook. Because the demographics in the area where Synergy will be located has a large Spanish speaking population, the handbook will be available in Spanish and English. During the parent orientation, the parts of the handbook that specifically addresses the school-wide expectations will be highlighted.</p>

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		<p>Synergy will put into place established school-site procedures modeled after policies used at Synergy Kinetic Academy by using the Scholar Lessons that were developed by Randy Palisoc, co-founder of Synergy Academies and the strategies given parents during the parent orientation. These lessons are the foundation of the school-wide behavior policies. The lessons will be taught during the Seminar classes at the beginning of the school year. The lessons will be displayed in areas visible to all students for daily reinforcement. The lessons will be continually visited throughout the year in all areas of school life.</p> <p>Synergy will follow the same three school-wide rules that are followed at Synergy Charter Academy and Synergy Kinetic Academy. All classroom rules and expectations are written with these rules in mind.</p> <ul style="list-style-type: none"> • Follow directions at all times. • Keep your hands, feet, and objects to yourself. • Use appropriate school language. <p>Intervention:</p> <p>The Seminar class at Synergy will be used to introduce the school-wide policies of behavior. The expected behaviors will be reiterated and modeled in all classes, on the field during athletic events, during passing periods, at lunch by all adults on campus. A school-wide plan of consequences will be established. It is expected that all adults will hold to this plan so that students are not confused by what will happen if a rule or policy is broken. Teachers are the keepers of their classroom discipline. The school-wide consequences will hold true for each classroom as well. Students who are in need of academic support will find extra support in school during the Elective period, through the Resource Specialist. There will be after school intervention as well. After school intervention will be held for 60 minutes after school three days a week. For students who are in need of extra social emotional support, counseling will be available. Students may lose some privileges, such as attending a school sponsored event on or off campus. Students are assigned detention and parents are alerted.</p> <p>For students who are identified as at-risk by observation and data that is collected (number of times sent to the office with referrals, number of incidents on campus, etc.), Synergy will use several strategies. In the experience of the leaders</p>

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		<p>of Synergy, students who are struggling academically are usually the ones with the most behavior problems. Therefore, extra intervention will be available for those students who have behavior issue due to lack of skills. The degree of intervention will be determined after observing the student(s) in the classroom and also noting how the student is doing in their classroom work and in formative and summative assessments. If this student is also a student with special needs, the student will be scheduled for intervention with the RSP teacher during the school day and also after school. The student will be assigned regular times to undergo individual or small group counseling in order to work on his/her behavior/emotional skills. Students are assigned detention or in-house suspension, parents are alerted, and for repeat offenders, parents/guardians are asked to come to school to spend an entire day with their child.</p> <p>It is currently not the policy of Synergy Academies to do at home suspensions. Rather it is the current policy to have students suspended in house and work with them during the school day. However, if the student is high risk for disrupting everything, classrooms and offices, then the student will receive an out-of-school suspension. The same strategies for academic intervention will hold as above. If this student is also a student with special needs, the student will be scheduled for intervention with the RSP teacher during the school day and also after school. High-risk students are often very disruptive. Sometimes students in this category are disruptive in a large group. In that case, arrangements will be made for small group intervention after school. Parent/guardian will be asked to help monitor their child's behavior by attending school with your student. The high-risk student will receive additional emotional/behavior support from the counselor. If all interventions fail and student continues to act inappropriately, then Synergy will look for an alternate form of schooling that better fits the needs of the student.</p> <p>For a student who has been suspended the first time Synergy will convene a Disciplinary Review Team that will consist of an administrator, the Student Success Coordinator, one of the student's teachers, and the RSP teacher to address the student's behavior. At least one of the persons on the Disciplinary Review Team must be a Behavior Intervention Case Manager (BICM). If there is no behavior support plan addressed in the student's current IEP or the behavior support plan appears to be inadequate, an IEP meeting will be held to review, modify, or develop a behavioral support plan. For a student who has been suspended a second time, Synergy will hold an IEP meeting to review the student's instructional program; review, modify, or develop a behavior support plan; and if appropriate recommend a behavioral assessment.</p>

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		<p>When a behavior emergency intervention is used for a student with a disability, Synergy will complete the "Behavior Emergency Report for Individuals with Disabilities", notify the parents within 24 hours of the incident, file a copy of the report in the student's green folder and submit copies to the Division of Special Education Behavior Support Officer for the local District #5. Synergy will develop and IEP that addresses the behavioral emergency and documents the review, modification or development of a Behavior Support Plan (BSP), Behavior Intervention Plan (BIP) and if appropriate, will make a recommendation for a Functional Analysis Analysis Assessment (FAA).</p>
<p>Necessary for Planning, will be provided</p>	<p>Description of Student Population</p>	<p>Welligent Reports will be used to review the Special Education Program to determine information about the students with disabilities as follows:</p> <ol style="list-style-type: none"> 1. The overall number of students per grade levels; and 2. The disabilities of students along with their eligibility for support and services. <p>The total number of students at Synergy the first year will be about 250, depending on which grades we will be assigned by LAUSD to serve that year. The following year, there will be about 375. If we lose no students, then after year 4, there will be approximately 500 students at our school in grades 9-12. The community in which Synergy will be located is an area where, according to the 2000 census, the median income for the area was \$21,332 compared to \$21,511 in South Los Angeles and \$28,957 in West Adams-Baldwin Hills, the two adjoining neighborhoods that along with Southeast Los Angeles make up what is known as South Los Angeles. Of all households in the Southeast Los Angeles portion of the South Los Angeles area, 38.8% were below the federal poverty line. On average, 70-80% of the students qualify for free or reduced lunch. The unemployment rate in the area for those 16 years old and above is high: 16.3%. Using the population of those 24 years and older as a baseline for determining educational attainment, from a population of 121,082, 60% of the residents have a high school diploma or less.</p>

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		<p>Using Synergy Kinetic Academy's percentage for students with special needs vs students without, we anticipate about 8-10% will be students with disabilities. After testing is complete, the RSP teacher completes the final report drawing all information together. Any disability eligibility is determined during an IEP meeting. Teachers are advised of any accommodations that must be made. During the IEP meeting, a plan is drawn up for ways to meet the needs of the student. This can include things such as a daily one hour meeting with the RSP teacher (pull out) or the RSP teacher can go and assist the student in the general education classroom. (push-in)</p>
Outcome 2	Special Education Program Description	<p>The Synergy is committed to developing students who are ready and able to advocate on their own behalf and on behalf of their communities. Students will take an active role in the development, management, and promotion of their education by 1) utilizing the skills learned in LAUSD's IMPACT, a nationally-recognized model for successful partnerships between community health organizations, healthcare providers and public schools, providing support for pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues; 2) the use of the Structured Learning Center to help students with disabilities who are struggling academically; 3) inclusion and mainstreaming models. Each student with an IEP will take an active role in creating yearly goals and advancing from his or her present levels of performance by collaborating with teachers in the collection of multiple assessments and the writing process for the IEP. IEP meetings will be student-led, with facilitation and guidance from IEP team members. Welligent will be used to develop, present, and monitor student IEPs and services. The mandates of Article XII will be supported by the staff using the guidelines set forth by the District Validation Review audits. (Source: <i>Special Teaching for Special Children</i>. Ed. Lewis, A. & Norwich B.</p>

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		<p>Open University Press, UK. 2005)</p> <p>Synergy will be a general education high school serving students in grades 9-12. Synergy will offer special education services to all students who qualify according to the stipulations put forth on their IEPs. Depending on the grades we open with, Synergy have at least one highly qualified Resource Specialist who will provide academic services to students who require this type of support in the classroom and outside of the classroom. The Resource Specialist will work with the general education teachers in meeting students needs through co-teaching, co-planning, collaboration and pull out when required.</p> <p>The Least Restrictive Environment is to have the student in the regular classroom, participating in all activities to the best of his/her ability. At Synergy, all students with IEPs will work alongside their grade level peers in a regular classroom setting. There will be times when the Resource Specialist is present in the classroom to provide extra support to students with special needs. The general education teacher and Resource Specialist will meet on a weekly basis to track the progress of students with special needs in order to see if progress is being made toward the goals stated in the student's IEP. During these meetings the general education teacher and the Resource Specialist will review classroom accommodations and modifications to see if there needs to be changes made.</p> <p>At the beginning of the school year and as students are added, the Resource Specialist will provide all teachers with a list of students and the accommodations and/or modifications listed on their IEPs. When teachers write lesson plans for substitute teachers, it is their responsibility to mention student with special needs in their classes and list any accommodations or modifications, such as longer times on tests and repeated directions.</p>

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Outcomes 8, 10, 13, 14, 15	IEP Process: Implementation and Monitoring	<p>The Special Education Process determines whether or not a student is eligible for Special Education Services and if so, which services are most appropriate. The four steps of the process include: 1) Referral for Assessment; 2) the Assessment; 3) Development and Implementation of an Individualized Educational Program (IEP); and 4) the IEP Review. The Synergy will adhere to the LAUSD Special Education Policies and Procedures Manual.</p> <p>A student is referred for special education assessment by a concerned individual. The Resource Specialist documents the "Request for Special Education" and if there is not one already present in the student's cum, begins a green folder which will house all of the information leading to and subsequent to the assessment. Synergy will provide the parent with a "Special Education Assessment Plan" in the preferred language of the parent within 15 days of the written request for assessment. Synergy will develop an IEP within 60 days of receipt of written parental consent to the assessment plan.</p> <p>Synergy will follow all appropriate timelines for conducting annual and three-year review IEPs. An IEP meeting will be convened within 30 days of parent written request. Synergy will monitor the identification of African American students with an eligibility of Emotional Disturbance (ED) and will use Illuminate to track them.</p> <p>IEP meetings will be scheduled far enough in advance to allow participants to prepare properly. Synergy will use the "Notification to Parent/Guardian to participate in Individualized Education Program Meeting" to document attempts to get parents to attend IEP meetings. When parents cannot physically attend a scheduled meeting, Synergy will hold the meeting using alternate means such as conference calls.</p> <p>Synergy will keep all reports up to date using Welligent. Staff will be trained on how to interpret at IEP team meetings. All staff responsible for implementing the student's program will have access to information on</p>

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		<p>modifications and accommodations mentioned in the student's IEP. The Resource Specialist will use the "RST Monthly Service log" in Welligent to document log all services provided to each student receiving special education assistance. The Resource Specialist will also use the :IEP Report of Progress and achievement from Current IEP" to keep information on the progress of the student. This report will be given to the parent when the general education progress, quarter, and semester report cards are distributed.</p> <p>The principal and Resource Specialist will meet monthly to review the Modified Consent Degree progress report and make adjustments as needed.</p>
Outcomes 10, 18	Procedures for Identification and Assessment of Students	<p>The Synergy's mechanism for serving specialized populations of students is based upon Response to Intervention (RTI), a term that means the provision of systemic, phased in interventions (Tier 1=school-wide preventative services; Tier 2= strategic interventions; Tier 3=intensive interventions) that are preventative and serve individual student needs with a multi-level response for students at risk - those not meeting grade level standards and those with learning disabilities. RTI means 'early diagnosis and the right interventions'. The intensity and type of interventions provided are based on the student responsiveness to learning, how well or how successful the student is at responding to the interventions or instructional strategies. RTI is a relatively new approach for diagnosing and supporting students with learning disabilities or academic delays. However, it has been proven to be very effective in Florida and the State Department of Education in Florida has actually implemented RTI on a statewide level (http://floridarti.usf.edu/). The focus is on early intervention and specific researched- based instructional strategies (or evidenced based) to benefit the specific needs of the student. Monitoring is the key to success. The monitoring of the interventions must be valid and reliable and ensure both long and short-term gains. Below are plans that The Synergy will put in place to ensure RTI</p>

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		<p>among Students with Disabilities (SWD), English Learners (EL), and other at-risk students.</p> <p>Once a parent or staff member makes a written request for special education assessment, a special education assessment plan is developed. Parent is provided the special education assessment plan within 15 calendar days of receipt of request. Once parent approves signs and returns the assessment plan, assessments are conducted and reports are prepared. An IEP meeting will then be held within 50 days of receiving the signed assessment plan. IEP members will be notified no later than 10 calendar days prior to the scheduled date of the IEP meeting.</p> <p>In the section that speaks to our intervention methods, Synergy will provide school-wide intervention to those students below basic or far below basic in reading and math. When teachers have tried several intervention strategies and the intervention strategies are unsuccessful, the Student Success Coordinator will make a recommendation for special education assessment. Parents can also make a request in writing. The request is transferred to the proper document and a copy is placed in the student's file. If necessary, a green special education folder will be created.</p> <p>Once the report has been received by the Administrator in charge of special education, an assessment plan is created by the Resource Specialist. If the student for whom the plan is written is an English Language Learner, the assessment plan documents the student's primary language and the language proficiency status at that time. The assessment instruments that are used must be free of racial, sexual, or cultural discrimination. The must not show bias so that one racial or ethnic group will be classified as having special needs more than another. For students with Limited English proficiency, instruments are chosen that the assessment measures what it is intended to measure and not the student's English language skills. Likewise, if a student has an sensory, motor, or speaking, disability, the instrument chosen for the assessment should not measure sensory, motor or speaking skills.</p>

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Outcome 2	Instructional Plan for students using grade level standards	<p>Special Education law requires that public entities provide equal access for students regardless of any disability. Academy students with special needs or disabilities will participate in a fully inclusive model. They will enroll in A-G requirement courses in general education classes. Special Day Program students and students with moderate to severe disabilities (CBI and MR) will be expected to mainstream to the best of their abilities. The student and the IEP team will be responsible in determining what percentage of time and what classes are best suited to meet the needs of each individual student. The determination will be based on student strengths, interests, and the ability to meet previously set goals. Academy teachers will support students with special needs by continuous, focused attention on specific students in weekly professional development, by offering students a variety of ways to demonstrate mastery of course content and skills, and by acknowledging and accommodating different learning styles. (Source: Norwich, B. & Kelly, N. Pupils' Views on Inclusion: Moderate Learning Difficulties and Bullying in Mainstream and Special Schools. <i>British Educational Research Journal</i>, Vol. 30, No. 1 (Feb., 2004), pp. 43-65.)</p> <p>Students who fall under this category may include those with different intellectual capacities; physical handicaps; behavioral disorders or learning disabilities. Under Least Restrictive Environment (LRE) guidelines, students of this population are served in the general education program and provide with adequate support to achieve educational success. Throughout, Synergy's model will be one of "Collaborative Consultation" whereby the general education teacher and Special Education teacher collaborate to come up with teaching strategies for SWD. The relationship is based on the premises of shared responsibility and equal authority with interactions structured through the small learning environment of the small school. In addition, the Advisory Period provides regular time for monitoring and planning support for SWD.</p> <p>We will also provide a Structured Learning Center designed to help students with disabilities who have struggled academically, receive individualized instruction within the unique focus of Synergy. The Structured Learning Center will include a Resource Teacher, teaching assistants, itinerant service providers such as the</p>

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		<p>School Psychologist, Speech and Language Teacher, Audiologist as well as the collaborative services of the math and language arts coaches and will be done in partial collaboration with the other three schools on campus.</p> <p>Placement will be based on assessed educational needs outlined in the student's Individualized Educational Plan (IEP). Specifically designed instruction and related services are provided to meet each student's needs. A certificated teacher and at least one instructional aide provide the delivery of services to the Structured Learning Center. Related services may include professionals such as a school psychologist, speech and language pathologist, occupational therapist, and others, which the school would obtain as needed. The placement of this classroom will be located within the small school to allow for the interaction of disabled students with non-disabled students; however there will be a secondary learning center for behavioral support that will be held in the administration building in collaboration with the other small schools.</p> <p>Synergy will create a viable standards based curriculum by using the standards-based pacing plan that was created for Synergy Charter Academy. Even though Synergy Charter Academy serves students in grades K-5, many students that will attend Synergy for the first time will have skills in reading and mathematics at about the same level and so the pacing in English, Mathematics, and History will work at the high school level. For those students in the general education classroom who scored proficient or advanced, the pacing plan will be slightly more advanced with more opportunities to do some independent activities. Results from the CST tests, from Reading Counts, Read About, Measuring Up, will all be used to help us decide what the next steps will be. Looking at the scores (which are the end product), we will plan how to get the students to where they need to be by using certain strategies – Reading First, syllabication, phonemic awareness, repetition for learning basic math concepts.</p> <p>Modifications and accommodations can take on several forms. For students who are distracted easily, a desk</p>

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		<p>can be placed in an area where that student has no or very little interaction with his/her peers. The teachers can ask questions in multiple ways to help students understand. Manipulatives will be used in math to help build fluency. Students can read every night so they become used to reading and begin to build their vocabulary. Tests can have fewer questions and fewer questions can be written on each page of the test, Students can be allotted more time to take tests. Homework can be shortened and fewer problems (math) or sentences (English) completed.</p>
<p>Outcome 7A, 7B</p>	<p>Instructional Plan for students using Alternate Standards</p>	<p>If we have students who need the alternate standards, the following will be implemented: The Instructional Plan for students using Alternate Standards is sometimes referred to as "alternative curriculum"; these students have an IEP and are non-diploma tracked. The Instructional Plan will follow the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The alignment matrices, which link the state standards to a set of functional skill areas, are located in the <i>Core Content Access: Curriculum Guide for Students with Moderate to Severe Disabilities</i>. The intended curriculum for students with disabilities instructed in alternate standards parallels the standards-based curriculum used in general education and in Career and Technical education, course codes in special education have been updated and course descriptions aligned to the California academic standards. Descriptions to be used for classes held for students with disabilities on the alternate curriculum will be tested using the California Alternate Performance Assessment (CAPA). Individual Education Program (IEP) teams determine the course of study for each individual student based on age-appropriate assessments and post-secondary goals. Students with disabilities participating in the District Alternate Curriculum do not take part in the periodic assessments designed for students in general</p>

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		curriculum.
Outcome 13	Plan to provide Supports & Services	<p>Synergy's schools have provided a range of services to its special needs population such as for speech and language, deaf and hard of hearing, counseling, occupational therapy, resource specialist, and vision therapy. Synergy will continue to contract privately with Total Education Solutions (TES) as our support provider for Speech and Language services, counseling services, and psychological evaluations for our students with special needs. Dr. Jane Liang a licensed optometrist and vision therapist will provide vision therapy. If there becomes a need to have other service providers for students with disabilities not listed above, Synergy will contract with licensed service providers when needed.</p> <p>Synergy will contract with LAUSD for the following services: nursing and deaf and hard of hearing evaluations.</p> <p>All service providers attend the IEP meetings and provide statements about the student's present performance levels, goals and offer insight into the Least Restrictive Environment as it relates to the service they provide. Synergy will also follow the protocols below since we plan to collaborate with our LAUSD</p>

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		<p>teammates on the campus in order to ensure that all students' needs are being met.</p> <p>According to statistics collected by IMPACT, 33% of the students attending schools in urban, low-income neighborhoods are suffering from depression. CRHS #16' demographic data show that students may have multiple risk factors for depression and other mental health issues. Teachers, students, counselors, clerical and all other support staff will be trained to report students who they feel are at risk, or who are showing signs of severe stress or mental illness. All of the stakeholders will be trained to use the current District referral system to refer and catalogue the events in which student's exhibit behaviors indicative of high risk.</p> <p>IMPACT programs will be implemented to provide support for our students. Interdisciplinary projects will provide opportunities to explore at risk behaviors and the impact that they have had on communities and students' lives, using the disciplines and processes of art and technology. As mentioned, IMPACT is a model for school-community collaboration to support pregnant and parenting teens, students impacted by family issues, students with drug or alcohol problems, or who are struggling with sexual identity issues, or other emotional issues. We will include professional development from the LAUSD IMPACT program for all teachers in our first year of operation, with annual updates and ongoing dialogue between IMPACT group leaders, teachers and other stakeholders about challenges facing our students and the ways students can be effectively supported by teachers, parents and other community members.</p> <p>Truancy will be tracked and addressed through aggressive use of direct intervention, such as home visits, parent conferences, behavior plans, student contracts, referral to community support services and incentives. In addition, innovative uses of school communication systems, such as ConnectEd, GradeMax, texting and phone trees, to involve parents, students, teachers and other stakeholders in continuous monitoring of</p>

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		<p>students' attendance and achievement.</p> <p>When Academy teachers meet weekly during their common planning time with their grade-level teams, their first order of business will be to monitor the attendance and achievement of students who are highly at risk for dropping out or failing to graduate on time. Every student earning a D or below at the first grade reporting period in two or more classes will be considered at risk. The counselor will make sure that all teachers are aware of the special needs and specific family or health issues impacting the child's achievement or attendance, and all teachers will participate in developing and implementing a plan to address the child's needs in class. In addition, a concerted effort will be made by Academy staff to provide a range of resources to assist students who are struggling academically or who are at risk. Academic interventions include:</p> <ul style="list-style-type: none"> Classes scheduled within the school day, which include specially designed classes for students needing to build basic skills before they can access the content in grade-level English and Mathematics courses. These classes provide real time for scaffolding and additional academic support (see Curriculum and Instruction Section for more detail). After school support through the "Beyond the Bell" program, this provides academic tutoring and CAHSEE preparation classes for students who need assistance. <p>Synergy will also have several mechanisms to identify and encourage at-risk students and their parents to take advantage of these options and opportunities. These mechanisms include the <i>Coordination of Services Team (COST)</i>, which serves as an initial referral source for teachers who are in the position to recognize struggling students and can ask for help on their behalf. Other intervention vehicles for at-risk students are the <i>Lanuaaae Appraisal Team (LAT)</i> and the <i>Student Study Team (SST)</i>. These teams include teachers.</p>

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		<p>administrator, support personnel and community agencies who work in collaboration to identify and provide critical interventions</p> <p><u>Drop-out Prevention</u>: Synergy will implement various strategies to address the high dropout rate at Jefferson and Santee high schools. There will be a phased program in two tiers:</p> <p><i>Tier 1</i></p> <ul style="list-style-type: none"> • Synergy is implementing a data-driven intervention for students at risk of dropping out. Graduation Groups are weekly motivational student support groups offering a total of 15 sessions, including a college field trip. Teachers and parents are encouraged to partner with the group leader to collectively address student issues as they arise. • Students identified as potential non-grads are invited to Diploma Plus Workshop to inform them of diploma and GED options in adult school and support them in this transition by a parent meeting to share educational options and enlist parental support. <p><i>Tier 2</i></p> <ul style="list-style-type: none"> • Students are given the option to recover credits through concurrent enrollment at East Los Angeles Community College, where a student can earn up to 110 credits in one year. Students and parents apply and interview for admission. Synergy principal and counselor will meet in small groups with students and parents to share about additional support available to them. All students will be offered workshops

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		<p>addressing personal, career and academic goals, credit recovery, mental health issues, and college plans.</p> <ul style="list-style-type: none"> A Student Recovery Day enlists staff across LAUSD departments as well as Academy staff to visit students in their homes, address the reasons why they dropped out, and help them re-enroll in school. This intervention will be repeated at least twice each school year to recover additional students. <p>Mental Health Services: A psychiatric social worker based at the CRHS #16 High School campus will work under the mission and guidance of LAUSD’s School Mental Health Branch. School Mental Health professionals will provide students and community with a range of comprehensive services including prevention, early intervention and treatment services. These comprehensive services support a positive interaction between peers, school personnel, family and community by facilitating the development and the ability to successfully deal with problems. The psychiatric social worker will also foster resiliency by helping our students develop the capacity to spring back successfully in the face of adversity, and develop the social and academic competence despite the exposure the stress of today’s world.</p> <p>The psychiatric social worker will offer therapy (individual, group and family), parent education and training, behavior contracts and positive support planning, ongoing case management services, home visits, conflict mediation, crisis intervention, mental health consultations, and school wide projects to foster human relationship building among students and school personnel. The social worker will collaborate with student support services such as attendance counselor, deans, Diploma Project counselors, academic counselor, etc., in order to ensure that no student falls through the cracks.</p> <p>Mental health services will also be provided through our community partner Bienvenidos, a public service agency whose mission in mental health is to provide therapeutic individual and family counseling by licensed therapists to children and their families. They are experienced in working with children and young adults, ages</p>

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		<p>0 to 21, who present a variety of emotional and behavioral difficulties. Well-trained clinicians work collaboratively with children and their families in addressing emotional and behavioral difficulties such as anxiety, child abuse and trauma, depression, eating disorders, hyperactivity impulse control, reactive attachment, academic performance and adjustment, self-injurious behaviors, and sexual acting out.</p>
<p>Outcome 9 (for programs with students 14 and older)</p>	<p>Transition Planning Strategies</p>	<p>Student IEPs will be reviewed to ensure that appropriate ITPs were conducted in the middle school. If students do not have the appropriate ITPs then an Assessment Plan will be created and an IEP meeting will be held to ensure that an appropriate transition plan is in place. At age 16 students will receive a transition assessment requiring the inclusion of the student's strengths and needs for interagency services and community linkages as appropriate. The student will be educated on how to take a more participatory role in his IEP/ITP meeting. A "Student Exit Interview" will also be conducted and appropriate services will also be identified regarding post-secondary needs.</p> <p>Synergy will collaborate with the student, parents and appropriate community agencies to form an educational program that will help the student meet his or her goals for a successful transition to adult living. The Individualized Education Program/Individual Transition Plan (IEP/ITP) meeting serves as a vehicle among parents, students, appropriate community agency representatives and school staff that enables them to make informed joint decisions regarding the student's transition needs, the appropriate transition services needed, the educational program supports and placement, and the degree to which other agencies will participate in the student's transition.</p> <p>Transition planning for students with disabilities age 14 and above are designed to develop a sense of self awareness and self-determination. During the activities, students will identify interests, strengths and preferences using interest</p>

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		<p>inventories, transition planning profiles and interviews.</p> <p>The administrator in charge of special education will monitor the IEP annual review for each student 13 years of age to ensure that an IEP/ITP is completed before the student turns 14. The assessment is informal and does not involve an assessment plan. The school must notify and encourage parent and student presence and participation at the IEP/ITP meeting by inviting them to the meeting using the "Notification to the Parent/Guardian to Participate in Individualized Education Program Meeting" form in the parent's primary language. The notice will state that in addition to the regular IEP elements, transition services will be addressed. A copy of the "Parent's Guide to Special Education Services (including Procedural Rights and Safeguards)", "The IEP and You", and "The ITP and You" pocket guides/booklets. These will instruct the student on the purposes of the IEP/ITP meeting. The student should receive instruction on how to fully participate in their IEP/ITP meeting</p> <p>As students get older, the transition planning becomes more of a formal process. For students with disabilities age 16 and above, transition planning is focused on improving the academic and functional achievement of the student to facilitate his or her movement from school to post-school activities such as post secondary or vocational education, employment, continuing and adult education or independent living. The IEP to implement this ITP must be completed prior to the student's 16th birthday. The assessment plan may include other areas besides academics such as social/emotional development, motor development, communication/language or health. In this case, the IEP/ITP meeting begins with a discussion of the student's interests and future goals.</p> <p>When a student is nearing the completion of high school, at the final IEP/ITP meeting the student should be interviewed using the "Senior Transition Inventory" form.</p>

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Federal requirement	Access to Extra- Curricular/Non academic activities:	All students with disabilities will be encouraged and will have equal opportunity to participate in extracurricular activities such as club, sports, fieldtrips, and peer tutoring and other after school activities.
Federal requirement	Providing Extended School Year	<p>Extended school year services shall be provided for a student with disabilities who has unique needs and requires special education and related services in excess of the regular academic year. Such students shall have disabilities which are likely to continue indefinitely or for a prolonged period, and interruption of the pupil's educational programming may cause regression, when coupled with limited recoupment capacity, rendering it impossible or unlikely that the student will attain the level of self sufficiency and independence that would otherwise be expected in view of his or her disabling condition.</p> <p>Extended school year services shall be limited to the services, determined by the IEP team, that are required to assist a student maintain the skills at risk of regression or for students with severe disabilities to attain the critical skills or self-sufficiency goals essential to the student's continued progress. All students who are eligible for special education and related services must be considered for ESY services, however federal and state rules and regulations do not require that every student with a disability receive ESY services as part of the student's IEP. If the student requires ESY services to receive a FAPE, the school must develop an IEP for the student that includes ESY services.</p>

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		<p>If the IEP team determines that a student is not eligible for ESY, the student may be referred to the general education summer/intersession program.</p> <p>Extended school year (ESY) services are special education and related services that are provided to a student with a disability in excess of the traditional school year in accordance with his/her IEP. The primary goal of ESY services is to ensure the continued provision of an appropriate education by maintaining skills and behaviors that might otherwise be lost during the summer/intersession period. ESY services will be coordinated with the LAUSD Division of Special Education.</p>
Federal Court requirement	MCD Outcomes (to be woven among others)	<p>Synergy's principal and RSP teacher will meet regularly to monitor the school's MCD outcomes and to make any adjustments needed based on the monthly MCD reports.</p> <p>There are two categories of IEP disagreements that might arise between parents and the School.</p> <p>The first type of disagreements is about what is appropriate for the student such as:</p> <ul style="list-style-type: none"> • How the student should be assessed and/or the results of assessments. • What should be in the IEP (e.g., what placement or services the student should receive)? <p>The School will attempt to resolve disagreements regarding the content of IEPs at IEP team meetings and at the school site level whenever possible. If the School cannot resolve a disagreement over what is appropriate for the student, there are three dispute resolution processes that a parent may choose:</p> <ul style="list-style-type: none"> • Informal Dispute Resolution (IDR) • Mediation Only • Due Process Proceedings

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		<p>The second type of disagreement is a dispute over whether the School/District has complied with State and Federal special education laws and regulations. Such as:</p> <ul style="list-style-type: none"> • Whether the School/District has followed the procedural requirements (timelines, notification requirements, etc.) in state and federal laws and regulations for assessments, IEPs or record requests. • Whether District procedures are being implemented appropriately. • Whether a student is receiving the services specified in his or her IEP. <p>Students with disabilities must participate in the Standardized Testing and Reporting (STAR) Program in one of four ways:</p> <ul style="list-style-type: none"> • CST, California Standards Test, the assessment in which most students, including students with disabilities, would participate. Students with IEPs would take the CST with or without accommodations and/or modifications. • CMA California Modified Assessment, is in a modified test format, is aligned with grade-level content standards, and covers the same content as the CST. The CMA may be taken with accommodations; however, since it is a modified assessment, additional modifications are not allowed. Students who take the CMA will not be precluded from attempting to complete the requirements, as defined by the State, for a high school diploma including meeting the California High School Exit Examination (CAHSEE) requirement with or without accommodations (no modifications allowed). • CST and CMA combined (subject specific). For example, an IEP team may decide that a student will take the math section of the CST and the English-Language Arts section of the CMA. A student may not take the same subject area in the CST and the CMA. • CAPA California Alternate Performance Assessment is an alternate assessment which is linked to grade-level content standards, but does not represent the full range of grade-level content. The alternate assessment will be used to make <i>grade-level</i> content accessible for students with the most significant

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		<p>cognitive disabilities.</p> <p>The School will provide guidance to IEP teams concerning appropriate accommodations and/or modification to be included in the IEP for instruction and assessments based on student needs.</p> <p>The School should complete a Summary of Performance (SOP) for all students with disabilities who are graduating with a diploma or reaching the maximum age of attendance. The School will also provide a SOP for students leaving with a Certificate of Completion. The purpose of the SOP will be to assist students in the eligibility process for reasonable accommodations and supports in postsecondary settings. Special education teachers will be required to complete either Form A or Form B for every student with disabilities graduating with a diploma or reaching maximum age of attendance with the final Individualized Education Program (IEP). This form will be completed even if a student will continue attempts to pass the California High School Exit Exam (CAHSEE).</p> <p>To the maximum extent Appropriate Supplementary Aids and Supports for students with disabilities would be provided in general education classrooms and other less restrictive settings. Appropriate positive behavioral interventions and strategies for students with disabilities, including curriculum modifications and instructional supports for school personnel, would be included in considering supplementary aids and supports. The student's placement will be as close as possible to the student's home. In selecting the least restrictive environment, consideration is given to any potential harmful effect(s) on the student or the type of services that s/he needs. If potential harmful effects exist, the School would mitigate these effects, if possible, so that the student can participate in the least restrictive environment with accommodations and modifications as necessary. A student with a disability would not be removed from an age-appropriate general education classroom solely because of needed modifications in the general curriculum.</p>

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		<p>SECTION 504 of the Rehabilitation Act of 1973 (Section 504) is a Federal civil rights statute for students who have a mental or physical disability which substantially limits one or more of the student's major life activities under Section 504. The school should ensure access to the programs, services, and activities that are available to nondisabled students, and provide the accommodations that the student requires to access and education. This would be done through a Section 504 evaluation conducted by a team of individuals who would be knowledgeable about the student, and/or the data gathered from the evaluation of the student. The School notes that that any student eligible for special education and related services would also be protected from discrimination under Section 504, but that not all students who would be eligible under Section 504 would also meet the eligibility requirements for special education and related services. So any student who would be suspected of requiring special education and related services would be referred by the School and/or parent for a special education assessment as described earlier in this plan. If an IEP team finds the student is not eligible for special education, but suspects the student has a disability, it may refer the student for the Section 504 evaluation process.</p> <p>The type and level of special education supports designed to meet a student's assessed Health Needs are identified and documented in the student's Individualized Education Program (IEP). The persons appropriate to deliver these supports would be determined by District Nursing Services. For students requiring support in the area of health, the school nurse would annually provide a Present Level of Performance (PLP) in the area of health derived from a present review of records and the results of the Initial or Three Year Re-evaluation Health Assessment. The PLP would include:</p> <ul style="list-style-type: none"> • A description of the specific health needs of the student. • The impact of the disability on the student's school day. • A description of the student's independence in meeting their health needs. • Supports and/or accommodations to address assessed health needs and a statement identifying any part of the instructional day when intensive program support is needed, and the level and frequency of the

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		<p>support as described in the PLP.</p> <p>District Nursing Services would provide the completed PLP to the IEP team for review and final determinations would be included on the IEP.</p> <p>The School would adhere to the District's special education process and procedures for accessing student data to identify and intervene with students with disabilities who demonstrate Potential Dropout Factors and monitor progress toward graduation for students with disabilities. The School would identify grades, disciplinary issues, and attendance as indicators of success or failure in secondary school for students with disabilities. To address these issues, the School would refer to the Modified Consent Decree (MCD) 2004-2005 Annual Plan requirements that secondary school MCD teams:</p> <ol style="list-style-type: none">1. Analyze grades, disciplinary actions, and attendance data quarterly.2. Identify those at risk for dropping out.3. Develop targeted interventions designed to increase graduation rates and reduce dropout and suspension rates.4. Report biannually the progress of 12th grade students toward graduation requirements.

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All	Professional Development	<p>Teachers will engage in ongoing professional development activities to continuously develop competency, deep understanding and knowledge of subject matter and their students.</p> <p>Synergy Academies believes that high-quality professional development is important to the continued growth of the adult community. Before the school year all teachers, administrators, and support staff from both campuses (soon to be three campuses with the opening of Synergy) come together for two to three days of professional development. During this time together, the mission, vision, and goal are reiterated to make sure that all those present accept the charge. The mission is to eliminate the achievement gap among educationally disadvantaged students. The vision is to become a professional development that serve as national models of how to eliminate the achievement gap. The goal is to provide our students with a strong foundation in science, technology, engineering, and mathematics so that they can compete academically and ultimately become leaders in the 21st century technological workforce.</p> <p>In order to accomplish these three things, we look to the Synergy Creed that states "At Synergy we're all in this together." Our professional development sessions begin in August about one week before school starts. They continue throughout the year with various topics from how to reach and teach all students, how to develop fluency in mathematics and reading, bully prevention, As we grew at Synergy Kinetic Academy from 4 to 15 teachers, it became easier to find instances to collaborate with the idea of becoming better at teaching and learning and better at understanding the needs of students, coming up with solutions on how to best meet these needs. With the addition of more teachers, faculty meetings are now divided into small learning communities as one hour twice a month is devoted to planning by grade levels and one hour twice a month is divided into subject teams, placing math and science together and history and English. Our physical education teachers and Resource Specialist spend time in each small learning community discussing and working with their colleagues on matters such as discipline, lesson planning, and how to serve all students. The Resource Specialist provided us with a biweekly progress reports on students with IEPs. This has been very helpful in keeping the accommodations and modifications of out special needs students in the forefront.</p> <p>Synergy will use Classroom Walk-Throughs as a way for school leaders to coach teachers on what is happening in the</p>

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		<p>classroom at the present moment and to provide feedback tat will help the teacher grow stronger in their craft. Most walk throughs take about 5-10 minutes where the school leader gets a small glimpse of the teacher's classroom management still, lesson structure and student participation. It is even possible on the day a test is being given to do a Walk through and see to what level students are prepared to take the test just by observing how quickly the students begin, without fussing with backpacks, sharpening pencils, etc.</p> <p>Beginning with the professional development days in August and continuing throughout the year, conversation about special needs will be a top priority at Synergy. If we can serve the needs of our special needs students, we can reach all of the students at the school. Each time the Resource teacher or others provides information about students with special needs, a survey form will be completed by all present. Honest feedback on these surveys will allow us to make adjustments where needed in the presentations and will inform us if we need to provide make up sessions for those not in attendance. While our goal is to prepare students so they can enter the 4-year college or university of their choice, we also know that realistically this is going to be more difficult for some students than it will be for others. For many of our students with special needs this is going to be an immense challenge. With continued open conversation between all stakeholders, parents, teachers, students, this goal will become a reasonable one. One way to assist students in pushing themselves and getting what they can from instruction is to make sure that all teachers use a tiered approach to instruction. (Bertie Kingore, Tiered Instruction, 2006.)</p> <p>Tiered instruction can be compared to having a stairwell going through a large building. On the bottom floor are those students with less readiness skills than those on the floors above them. Tiered instruction is not stagnate but rather tiered assignments give all students opportunities to learn the same essential skills in different ways. The intent of tier instruction is to accommodate the unique diversity of learners. With tiered instruction all students have an opportunity to move up. This strategy works well in a Least Restrictive Environment with both general education and special education students.</p> <p>Teaching using tiered instruction requires instruction. For each lesson the teacher must plan the number of levels that are most appropriate for the lesson being taught. The number of levels will vary with the curricula area, concepts and</p>

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		<p>skills. Sometimes two tiers are sufficient and in other instances three or more work better. The use of tiered instructions promotes high-level thinking in each tier. Never allot simple thinking tasks for students with fewest skills. "All students need opportunities to analyze, synthesize and evaluate information." (Bertie Kingore, Tiered Instruction, 2006.) Teachers can best become more proficient at using tiered instruction by reflecting upon the process each time the use of tiered instruction is completed. This might best be done by implementing either Critical Friend Groups or Lesson Study. Both methods have teachers working in small learning groups, observing lessons that one of them has prepared and then the critiquing of the lesson by members of the group after the lesson is presented.</p>
Outcomes 6, 8, 16	Staffing/Operations	<p>SYNERGY will work with the Special Education Support Unit to fill the positions needed.</p> <p>Teacher Recruitment Procedures:</p> <p>Synergy leadership team selects its own staff. Teaching position vacancies shall be filled through a recruitment process conducted by a committee consisting of the Directors/school administrators and teacher representatives. The prospective candidates are invited to an Open House where they meet the Directors/school administration and learn the history of the organization. Time is spent getting to know each candidate in an informal process where candidates ask questions about the organization and school leaders ask questions of the candidates. Candidates who share the mission, goal, and vision of the school and possess or who qualify for a California Teaching Credential in Special Education are invited for a follow up interview which includes a more extensive interview and demonstration lessons. The committee will notify the Board of Directors as to the final hiring decision.</p> <p>Credential Verification:</p> <p>Credentials are checked yearly to make sure they are up to date. Teachers are sent a email warning if their credential is</p>

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		<p>about to expire.</p> <p>The projected school budget allows for two Resource Specialist when Synergy reaches its full capacity of about 500 students. The staffing pattern could either be two full time Resource Specialists or one full time and two parttime.</p> <p>One parttime office staff will provide clerical support when needed. This staff member will be responsible for providing files when asked and making sure that copies of documents are made prior to IEP meetings. In some instances, this staff member might be called upon to translate if the Resource Specialist is not bilingual or follow up on a phone call when the Resource Specialist was unable to contact the parent. The office staff will be trained to answer questions as they arise about parent and student rights.</p> <p>From time to time equipment will be purchased as needed. Purchased equipment might be computers to assist student who have trouble writing, tension balls to relieve stress, and a teeterboard for those students who have to move around during class time. This equipment will remain inside of the Resource Center.</p> <p>Synergy will contract with LAUSD for any health and nursing required. For other professional staff, such as speech and language, psychologist and counselors, Synergy Quantum will continue to contract with Total Education Services (TES). For vision therapy, Synergy Quantum will contract with Dr. Jane Liang, optometrist and vision therapist.</p>

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	Fiscal	<p>The school budget in Appendix M includes special education staffing with the current enrollment projections of 360 (180 each grade 9 and 10). However, because there has not been a final decision as to which grades CRHS#16 will open with in Fall 2011, it is difficult to make any projections at this time. Our projected revenues include our allocation from AB02 and IDEA minus the LAUSD SELPA encroachment. This was not to be more than 27% for 2010-2011 but may increase to 40% for new charter schools. Expenditures will include all expenses incurred from meeting the needs of the students as stated in their individual IEPs. The budget for Special Education services is developed in conjunction with the overall budget for the school. This process usually takes place in the Spring of the prior year and is modified as more information becomes available throughout the Spring and Summer. When determining the cost of Special Education services for the year, we first consider how many staff members will be hired by Synergy to provide services. In addition to that, we look at the historical cost of services provided by outside vendors, and estimate how much those will cost for the year under consideration. The final component we budget for is the cost of supplies needed to properly serve students with IEPs. Throughout the year, each school leader receives financial reports showing their actual Special Education expenditures to date compared to the budget for the year so that they can properly monitor their expenses. The Personnel Data Report will be submitted to CDE in compliance with District and State reporting requirements.</p> <p>End of Year Unaudited Actuals of Revenues and Expenditures: This report is completed annually and submitted to LAUSD at the end of the fiscal year but prior to the completion of our annual independent audit. This report provides each school with an opportunity to demonstrate the revenue it received – both general funds and targeted revenues, like Special Ed funds – and how that revenue was used. This report shows LAUSD how we spent our Special Education funds between various categories, such as personnel, outside vendors, classroom supplies, etc. Historically, this report was created internally and then submitted to LAUSD. Starting in 2010-11, this report will be prepared by CharterWorks, Synergy's back-office service provider, and will be reviewed carefully by Synergy's Director of Operations before being submitted to LAUSD. Synergy Academies' Unaudited Actuals for Synergy Charter Academy and Synergy Kinetic Academy for the 2008-09 and 2009-10 fiscal years are attached for your reference (Appendix M).</p>

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SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Synergy Quantum Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
Outcome 14	Parent Participation	<p>Strategies to engage parents and caretakers in their child's education and in the broader school community: We want Synergy's educational approach to reflect parents' and caretakers' beliefs and aspirations for their children. To that end, parents, caretakers and the community have been consulted in Synergy's design process and have played a part in the creation of this proposal. They will continue to play a major role in governance of Synergy through the governing board.</p> <p>Parents and caretakers will be directly involved in their children's education by participating in activities that encourage them to be on campus as much as possible during and after school. This includes grade-level fall parent orientation; involvement in Tuesday afternoon community meetings featuring college access, school alumni, and motivational speakers; weekly teachers office hours before or after school; quarterly meetings with their child's advisory teacher; twice-annual teacher conferences that include student-led presentations; special quarterly social events aimed at making parents and caretakers feel welcome and comfortable at school; parent and caretaker support on field trips and other activities; and adult education programs for both students and community members.</p> <p>Parent participation will be further encouraged with increased alumni and community opportunities. School alumni and community organizations will be an integral element in working together with students on certain projects tied to educational standards and of interest to both students and themselves. For instance, alumni and community members involved in Engineering and Technology will be invited to offer their experiences and expertise in conjunction with a relevant unit in the same discipline, and they will be encouraged to invite students to visit their workplaces. These relationships could lead to internships. Students will be able to satisfy a school service requirement by helping an alumnus or community member develop a program or project for display on the CRHS #16 campus or in the community. Furthermore, SYNERGY will make every effort to achieve 100% parent participation in IEP meetings.</p> <p>Parents of students with IEPs will be fully informed in the communication mode they prefer of their child's identification, evaluation placement, instruction and re-evaluation for special education services. The forms, notices and procedural guides are listed by name in the first section of this report, "Search and Serve". These forms include Section 504 forms and notices, Student Success Team forms, 504 forms and notices, and disciplinary forms and notices.</p>

Los Angeles Unified School District
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SERVICE PLAN FOR SPECIAL EDUCATION

APPENDIX D

Applicant Team Name: Synergy Quantum Academy

MCD OUTCOME	COMPONENT	SCHOOL PLAN
		<p>Parents are welcome partners in their student’s education process. Parents are entitled to reasonable accommodations. At the IEP meetings a translator will be made available, when necessary, so that the parents will feel welcome. Parents may also request written translation to help them understand the forms better. Office personnel will be trained to answer questions about the brochures and give instructions about next steps for parents and students. To this end, whenever possible, Synergy will supply all forms listed in the first section of this report, “Search and Serve” in the preferred language of the parent.</p> <p>Synergy understands the necessity of forming partnerships with parents. Because of this, we make numerous attempts to contact parents when scheduling IEPs. All parents and guardians of students at Synergy will be welcomed to join committees, advisory groups, and will have access to leadership opportunities and trainings at the school and at the District level.</p> <p>When there is a dispute or disagreement over a child’s eligibility, assessment or allotted time or type of service, Synergy will follow the guidelines and timelines set forth in the LAUSD Special Education Handbook as well as seek support from local District #5. Synergy will follow the outlined procedures in the LAUSD Policies and Procedures manual as it pertains to Informal Dispute Resolution (IDR), mediation, and due process. Synergy will provide timely responses to all parent concerns.</p>

Appendix E

List of Community Supporters

List of Community Supporters

We have included letters of support for our collaborative campus model from the following:

- Neighborhood Legal Services of Los Angeles County (NLSLA)
- St. John's Well Child & Family Center
- The Alliance for Californians for Community Empowerment (ACCE-LA)
- WestEd

The following have pledged their support for our collaborative campus model and will be sending letters of support directly to LAUSD's Board of Education:

- Councilmember Jan Perry's Office, Council District 9
- Reverend Calloway, Local AME Church
- Reverend Williams, Local AME Church

The following provide their support for Synergy Quantum Academy and are already in partnership with Synergy's other schools:

- Iridescent
- USC Math, Engineering, and Science Achievement (MESA)
- National Council of La Raza (NCLR)

November 28, 2010

The following represents the tentative agreement regarding the partnership with WestEd with the three groups vying for the four small schools at Central Region High School #16 (CRHS #16): The Academy of the Sun College and Career Ready High School Design Team, Synergy Academies, and the UTLA/LAAMS Social Justice Schools Design Team.

Collectively, our teams plan to partner with WestEd, not to make administrative decisions nor to run any aspect of the campus, but as an advisor to consult with us, and to help us implement our individual plans. While each of us has our own unique vision and strategies to promote student achievement, there are many policies and practices upon which we will all have to agree (e.g., student discipline policies, use of shared facilities, and the academic schedule). We feel that issues such as these will arise throughout the day to day operation of our campus, and we feel WestEd would be a great partner to bridge the possible gaps between us, as a neutral party, and we're excited to work with them in this capacity.

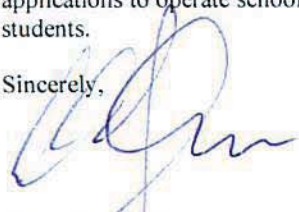
We further agree that the areas in which WestEd will partner and consult with us to create an effective campus are those seven qualities identified by WestEd's Tipping Point School Turnaround Center as the characteristics of successful schools. These characteristics are:

- They have effective school leadership.
- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices.
- They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals. (This includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together).
- They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice. This includes strategies that address the unique needs of English language learners and students with disabilities. It also involves ongoing coaching and time for reflection.
- They create a safe school environment and a supportive climate of mutual trust.
- They align all of their fiscal and human resources to support student achievement.
- They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services.

While many other support providers devise strategies to promote the characteristics listed above, WestEd's approach is unique because of their relentless commitment to implementation. We plan to apply for grants together and upon receiving funding for this partnership with WestEd, we agree to work with WestEd rigorously to implement each of our own unique plans at our separate schools. We agree to monitor that implementation through the use of their online tool, "Tracker," which again would be tailored to each of our specific school plans. We also expect that WestEd will address our schools' specific professional development challenges by tapping into its staff's extensive knowledge base in areas such as strategic literacy, small learning communities, differentiated instruction, and support for English Learners and special needs students.

Together, we believe that this partnership among our school teams and WestEd will strengthen the academic achievement among all students at all of our schools. Therefore, we would appreciate your support in selecting all of our school teams' applications to operate schools on CRHS #16 because we believe in the power of collaboration for the sake of helping all students.

Sincerely,



Christopher Johnson
English Teacher
Santee Education Complex
Academy of the Sun Design Team



Meg Palisoc
Teacher, Co-Founder, and CEO
Synergy Academies
Synergy Quantum Academy



Joseph Zeccola
Drama/Academic Literacy Teacher
UTLA Chapter Co-Chair
Los Angeles Academy Middle
School
UTLA/LAAMS Social Justice
Schools Design Team



November 30, 2010

Dear Board Members:

As a community organization with significant membership in the area around Central Region High School #16, we look forward to further exploring, and implementing, a working relationship with the school -- specifically as community partners with the Social Justice Schools and their potential collaborative partners on the campus: Synergy Quantum Academy, and the Academy of the Sun College/Career readiness team.

We look forward to the possibility of contributing through organizing parent meetings -- and supporting meetings of all other stakeholders -- to continue our project of working with parents to exercise their rights to access quality curricula, and to assist in making parent-, teacher-, and student-driven policy and practice at the school. Part of this effort would involve continued work with parents and community members to understand how budgets at the school, district, and statewide levels work, and to make their voices heard advocating for student-centered budget priorities.

The Alliance of Californians for Community Empowerment (ACCE-LA) has substantial connections with community members in the area of CRHS #16, many of whom are potential parents at this new school. ACCE has a strong leadership development program that has involved over 500 area residents - the majority of whom are LAUSD parents - in public policy trainings and advocacy activities.

Please do not hesitate to contact me at (213) 272-1141 with questions regarding ACCE's potential partnership with CRHS #16.

Sincerely,

A handwritten signature in cursive script, appearing to read "Peter Kuhns", is written over a horizontal line.

Peter Kuhns
LA Director



Neighborhood Legal Services
of Los Angeles County

Executive Director's Office
(818) 834-7590
ndudovitz@nls-la.org

November 30, 2010

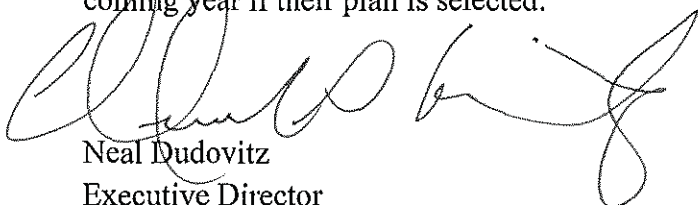
Los Angeles Unified School District
Board of Education
333 S. Beaudry Ave., 24th Floor
Los Angeles, CA 90017

Dear LAUSD School Board Members:

We are excited by the possibilities for community partnership created by the Social Justice Schools proposal for new Central Region High School #16, together with their planned partners on campus, The Academy of the Sun, and the Synergy Quantum Academy. Neighborhood Legal Services of Los Angeles County (NLSLA) is currently working nearby with St. John's Well Child and Family Center, a Federally Qualified Health Center located within blocks of the new Central Region High School, to address health and social justice issues in the South Los Angeles community.

We believe there is a wonderful potential to partner with these schools to further expand our St. John's-based Medical Legal Community Partnership, as well as to create a Social Justice Legal Services Clinic. If actualized, these clinics can help to create a community services hub around Central Region High School #16 and provide many valuable services to its students, their families, and the community.

We look forward to meeting with the SJS leadership team to explore these possibilities in the coming year if their plan is selected.



Neal Dudovitz
Executive Director

ADMINISTRATIVE OFFICE
1102 East Chevy Chase Drive
Glendale, CA 91205
Fax (818) 291-1790

EL MONTE OFFICE
9354 Telstar Ave
El Monte, CA 91731
Fax (626) 307-365

GLENDALE OFFICE
1104 East Chevy Chase Dr.
Glendale, CA 91205
Fax (818) 291-1795

PACOIMA OFFICE
13327 Van Nuys Blvd
Pacoima, CA 91331
Fax (818) 896-6647

TEL: (800) 433-6251



5701 S. Hoover Street
Los Angeles, CA 90037
(323) 541-1600 Fax (323) 541-1601

November 30, 2010

Dear LAUSD School Board Members:

We are excited by the possibilities for community partnership created by the Social Justice Schools proposal for new Central Region High School #16, together with their planned partners on campus, The Academy of the Sun, and the Synergy Quantum Academy. Neighborhood Legal Services of Los Angeles County (NLSLA) is currently working nearby with St. John's Well Child and Family Center, a Federally Qualified Health Center located within blocks of the new Central Region High School, to address health and social justice issues in the South Los Angeles community.

We believe there is a wonderful potential to partner with these schools to further expand our St. John's-based Medical Legal Community Partnership, as well as to create a Social Justice Legal Services Clinic. If actualized, these clinics can help to create a community services hub around Central Region High School #16 and provide many valuable services to its students, their families, and the community.

We look forward to meeting with the SJS leadership team to explore these possibilities in the coming year if their plan is selected.

Sincerely,

A handwritten signature in blue ink, which appears to read "James Mangia".

James Mangia
President & CEO



Robert F. Lee
 Zone of Choice Coordinator
 Local District 5
 2151 N. Soto St
 Los Angeles, CA 90032

Dear Robert,

On behalf of WestEd I would like to express our enthusiasm for the Public School Choice proposals being developed by various parties interested in managing schools on the new Central High #16 campus.

Together with Joe Zeccola, I have met with representatives from Santee Learning Complex, Los Angeles Academy Middle School, and Synergy Charter Schools and am impressed with the level of commitment they have shown to collaborate with one another. This is critical because the groups that are entrusted to operate this campus will have their unique vision and strategies to promote student achievement, but there are many policies and practices (e.g., student discipline policies, use of shared facilities, and the academic schedule) to which they will have to agree.

After my meeting with you I was pleased to see that you and the other parties want to see Local District 5 as a key partner in this initiative. From my perspective the professional services and support from your office are vital.

For over 10 years, WestEd has been highly successful in turning around low-performing schools and districts. These experiences, combined with our well-earned reputation for high-quality professional development, research and evaluation over the past 40 years, make WestEd a valuable guide and partner in the effort to create a thriving, high-achieving high school in Central Los Angeles.

The approach taken by WestEd's School Turnaround Center is based on research about schools that typically struggle but have beaten the odds. These schools share the following seven characteristics:

- They have effective school leadership
- They are staffed with committed, highly qualified teachers who use effective and equitable instructional practices
- They provide a rigorous, standards-based curriculum and use a system of assessments to provide classroom and systemic interventions for students not meeting learning goals.
- This includes the development of a culture of data use where teachers and administrators have regularly scheduled opportunities to analyze student data together
- They incorporate targeted, ongoing professional development to ensure instructional quality and share best practice. This includes strategies that address the unique needs of English language learners and students with disabilities. It also involves ongoing coaching and time for reflection
- They create a safe school environment and a supportive climate of mutual trust
- They align all of their fiscal and human resources to support student achievement
- They engage families to support the education of their children and to work in partnership with teachers, principals, and other administrators to ensure the effective implementation of education programs and services

Many other support providers devise strategies to promote the characteristics listed above. WestEd's approach is unique, however, because of our relentless commitment to implementation. Research, along with our extensive experience working in schools, tells us that many school improvement plans fail to achieve their goals because the plans were not fully or effectively implemented. WestEd's approach to implementation is based on the work of Dean Fixsen and his colleagues at the National Implementation Research Network, who have identified the key stages of implementation that must be executed to achieve the desired outcomes. To monitor implementation of the strategic plan, we use an online tool developed by WestEd called, "Tracker," and would propose using it with this project as soon as possible.

WestEd is also committed to "reciprocal accountability," the notion that to dramatically and quickly improve student learning requires a community-wide effort in which all stakeholders – the principal, teachers, other school and district staff, parents, and WestEd as a partner – take individual and joint responsibility for executing the improvement plan. All people involved must be held accountable to high and clearly defined expectations.

To address the specific professional challenges of a school, WestEd can easily tap into the extensive knowledge base of its staff in areas such as strategic literacy, small learning communities, differentiated instruction and support for English Learners and special needs students.

Changing expectations, habits, and practices in existing schools is very challenging. Launching a new school from scratch with people who are committed to hard work, collaboration, and a similar vision for student learning holds real promise for success. WestEd would welcome the opportunity to be a key partner in this exciting work.

Thank you for allowing me to tell you about my organization. Please feel free to contact me if you have questions about WestEd or the role we might play.

Sincerely,



Ken Futernick
Director, School Turnaround Center
kfuternick@wested.org
C - 916-747-2332



Appendix F

Principal Job Description

Mailing Address: P.O. Box 78638 • Los Angeles, CA 90016
(213) 384-6177 office • (323) 931-3298 fax
www.WeAreSynergy.org

Job Title: School Director/Principal

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Chief Achievement Officer

Job Duties:

- Responsible for the day-to-day operations of the school in accordance with school policies.
- Supervise and evaluate Assistant Director, Teachers, and Office Manager and support the Assistant Director in supervising the Campus Assistants.
- Oversee instructional programs.
 1. Develop and coordinate curriculum and instruction, including pacing plans and yearly lesson plans.
 2. Evaluate and select instructional materials.
 3. Conduct on-going classroom observations.
 4. Mentor and support teachers.
 5. Organize staff meetings and staff development.
 6. Oversee the school's BTSA program.
 7. Oversee the development and management of systems and procedures to collect, analyze, and drive instruction with student achievement data.
- Oversee athletic programs.
 1. Develop physical education programs and pacing plans.
 2. Develop partnerships for after school competitive athletic programs.
- Oversee after school, intervention, Saturday school, and/or summer school programs.
 1. Develop and coordinate the school's in-house after school, intervention, Saturday school, and/or summer school programs.
- Oversee special education programs and services.
- Oversee school's maintenance and operations.
- Oversee the school's lunch program.
 1. Supervise staff who serve lunch and do "lunch duty."
 2. Ensure the Office Manager is completing and submitting lunch paperwork to the Director of Operations and Development.
- Oversee the school's compliance paperwork.
 1. Ensure the Office Manager is compiling daily attendance information, calling parents when students are absent, and submitting attendance paperwork to the Director of Operations and Development.
 2. Work with the Director of Operations and Development in maintaining employees' personnel files, including having updated credentials.
 3. Complete and submit paperwork for the LEA Plan, CBEDS, the Master Plan, SNOR, SARC, and WASC, and other paperwork as needed.
 4. Keep the school in compliance with required policies and procedures such as following child abuse reporting, the sexual harassment policy, the anti-bullying policy, etc.
- Support the Assistant Director in his/her role as Testing Coordinator for the CST, CAT-6, and Physical Fitness Test.
- Support the Assistant Director in his/her role as EL/CELDT Coordinator, including administering the CELDT test and tracking students' redesignation progress.
- Provide for a safe campus.
 1. Oversee updating the school's safety plan, coordinate the safety committee, and emergency policies and procedures.
 2. Coordinate emergency drills.
- Work with the Office Manager to coordinate parent meetings and workshops on evenings and weekends.
- Represent the school at off-campus events.
- Develop and maintain partnerships with community members, businesses, and organizations such as A Place Called Home.

- Manage student health programs including health education, vision screening, dental, screening, hearing screening, and scoliosis screening.
- Assist Director of Operations and Development with updating policies and procedures, Employee Handbooks, and Parent/Student Handbooks.
- Serve as the main liaison between the school and the District.
- Serve as the main liaison between the school and Synergy's Board of Directors, including submitting written reports on the school's operations to the Board of Directors.
- Oversee the school site's School Operations Committee.
- Coordinate special programs such as special competitions, Parent Conferences, Back to School Day, Fall Festival, Winter Program, Annual Awards Assembly, Science Fairs, 5th or 8th Grade Trip, and 5th or 8th Grade Culmination Ceremony.
- Assist Director of Operations and Development with the school's fundraising programs.
- Ensure that the school is in compliance with all applicable laws.
- Assist with other duties as needed.

Qualifications

- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do "whatever it takes" to help students, staff, and parents succeed.
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before.
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies.
- Works with attention to detail.
- Communicates well via both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Has at least five years of experience in a K-12 setting (elementary, middle, and/or high school) with at least three years of teaching experience.
- Is willing to help teach as needed such as during summer school, Saturday school, after school, and/or during the regular school day.
- Demonstrates an in-depth understanding of and commitment to the school's mission and vision.
- Fluent in Spanish preferred but not required.

Implementation Plan for Synergy Quantum Academy

Appendix G

PROPOSAL ELEMENT <i>What element of your proposal program will be implemented?</i>	TIMELINE <i>In what year will you implement this element of your proposal?</i>	RESPONSIBILITY <i>Who will lead the implementation of this element?</i>	RESOURCES <i>What resources are needed for a successful implementation?</i>	EVIDENCE OF SUCCESS <i>How will you know you are making progress post-implementation?</i>	EVALUATION PROCESS <i>What mechanisms will you use to measure progress?</i>
Teacher Selection (Section 12a)	Before Year One April-June 2011	Principal, Initial Leadership Team (Applicant Team)	Edjoin.org	100% of staff members hired	Observation
Instructional materials ordered and delivered; furniture and technology ordered and installed	Before Year One April-June 2011	Principal	Funds to purchase instructional materials; furniture and equipment provided with the facilities	Instructional materials, classrooms, furniture, and equipment are utilized	Observation
School-wide Rules, Rituals, and Routines (Section 5c)	Year One July 2011	Principal, Teachers	Collaboration with CRMS#7 School of Arts and Culture and CRMS#7 Business and Technology School on Positive School-wide Behavior Plan	Behavior plan established and student referral forms/process finalized	Monitoring/evaluation of Positive School-wide Behavior Plan
Teacher Orientation (Section 5c)	Year One July 2011	Principal	This will be part of teachers' contractual obligations	Attendance Logs, Teacher Syllabi, and Reports	Feedback forms
Parent Orientation (Section 3)	Year One July 2011	Principal	Parent/Student Handbook, school culture and expectations	Attendance Logs	Feedback forms and parent surveys
School Site Committees (Section 10c.ii.)	Year One August 2011	Principal	Stakeholder participation	Membership established, meeting schedule posted, minutes published	Observation, meeting agendas and minutes
Professional Development (Section 2d)	Year One September 2011 – February 2012	Principal	Professional Development Plan reviewed with leaders from the other schools	PD plan implemented, agendas, attendance logs	evidence of PD strategies used in the classroom

Appendix G Implementation Plan

Implementation Plan for Synergy Quantum Academy

Appendix G

Professional Development (Section 2d)	Year One September 2011 – February 2012	Principal	Professional Development Plan reviewed with leaders from the other schools on the site	PD plan implemented, agendas, attendance logs	evidence of PD strategies used in the classroom
Safety Plan (Section 10c.ii.)	Year One October 2011	Safety Team	PD presentation	Safety Plan submitted and approved	Safety Plan
Parent Involvement and Advisory Councils (Section 3e)	Year One October 2011	Principal	Community Representative, Parent Center	Advisory Council announcements, agendas, minutes, and parent classes scheduled	Observation and documentation of meetings
For Years 2-5, the main cycles of teacher recruitment, teacher orientation, on-going PD, and overseeing different school site committees/councils continue. On-going data driven analysis and evaluation of student achievement results, teacher effectiveness, and curriculum and instruction resources and implementation should occur throughout the school year.					



Appendix H Job Descriptions and Resumes of Key Roles

Mailing Address: P.O. Box 78638 • Los Angeles, CA 90016
(213) 384-6177 office • (323) 931-3298 fax
www.WeAreSynergy.org

Job Title: Chief Executive Officer

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Board of Directors

Job Duties:

- Provide institutional support and memory for organizational effectiveness.
- Support compliance paperwork and reporting.
- Oversee facilities development.
 1. Find facilities for both campuses for both short-term and long-term solutions.
 2. Work with facilities consultant, JoAnn Koplin, on facilities projects.
 3. Coordinate the five main areas needed for facilities development:
 1. Architect
 2. Construction management
 3. Financing
 4. Legal
 5. Political support (i.e., City Council, LAUSD, etc.) and Consultants: ex. Experts who can help us maneuver through the city process to obtain conditional use permits, etc.
- Represent Synergy Academies to the broader education, business, and non-profit community (i.e., attend special meeting with the Mayor to discuss charter schools' facilities challenges).
- Establish relationships with businesses, foundations, and community organizations and leaders.
- Assist with other duties as needed.



Mailing Address: P.O. Box 78638 • Los Angeles, CA 90016
(213) 384-6177 office • (323) 931-3298 fax
www.WeAreSynergy.org

Job Title: Chief Academic Officer

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Board of Directors

Job Duties:

- Ensure that a high degree of instructional coherence and program quality occurs throughout each of the Synergy Academies campuses.
- Research and refine best practices and promote their implementation in the classroom.
- Plan and implement ongoing professional development to improve teacher quality.
- Plan for the growth of Synergy Academies K-12.
 - Provide support while planning curriculum for new and expanding schools.
 - Provide on-site support of new and expanding schools and help to establish culture and procedures to maintain continuity between the academies.
- Provide institutional support and memory for organizational effectiveness.
- As schools open, maintain support of school Directors with instructional programming, establishing organizational operations, and culture building.
- Represent Synergy Academies to the broader education, business, and non-profit community (i.e., attend special meeting with the Mayor to discuss charter schools' facilities challenges).
- Establish relationships with businesses, foundations, and community organizations and leaders.
- Assist with other duties as needed.



Mailing Address: P.O. Box 78638 • Los Angeles, CA 90016
(213) 384-6177 office • (323) 931-3298 fax
www.WeAreSynergy.org

Job Title: School Director/Principal

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Chief Achievement Officer

Job Duties:

- Responsible for the day-to-day operations of the school in accordance with school policies.
- Supervise and evaluate Assistant Director, Teachers, and Office Manager and support the Assistant Director in supervising the Campus Assistants.
- Oversee instructional programs.
 1. Develop and coordinate curriculum and instruction, including pacing plans and yearly lesson plans.
 2. Evaluate and select instructional materials.
 3. Conduct on-going classroom observations.
 4. Mentor and support teachers.
 5. Organize staff meetings and staff development.
 6. Oversee the school's BTSA program.
 7. Oversee the development and management of systems and procedures to collect, analyze, and drive instruction with student achievement data.
- Oversee athletic programs.
 1. Develop physical education programs and pacing plans.
 2. Develop partnerships for after school competitive athletic programs.
- Oversee after school, intervention, Saturday school, and/or summer school programs.
 1. Develop and coordinate the school's in-house after school, intervention, Saturday school, and/or summer school programs.
- Oversee special education programs and services.
- Oversee school's maintenance and operations.
- Oversee the school's lunch program.
 1. Supervise staff who serve lunch and do "lunch duty."
 2. Ensure the Office Manager is completing and submitting lunch paperwork to the Director of Operations and Development.
- Oversee the school's compliance paperwork.
 1. Ensure the Office Manager is compiling daily attendance information, calling parents when students are absent, and submitting attendance paperwork to the Director of Operations and Development.
 2. Work with the Director of Operations and Development in maintaining employees' personnel files, including having updated credentials.
 3. Complete and submit paperwork for the LEA Plan, CBEDS, the Master Plan, SNOR, SARC, and WASC, and other paperwork as needed.
 4. Keep the school in compliance with required policies and procedures such as following child abuse reporting, the sexual harassment policy, the anti-bullying policy, etc.
- Support the Assistant Director in his/her role as Testing Coordinator for the CST, CAT-6, and Physical Fitness Test.
- Support the Assistant Director in his/her role as EL/CELDT Coordinator, including administering the CELDT test and tracking students' redesignation progress.
- Provide for a safe campus.
 1. Oversee updating the school's safety plan, coordinate the safety committee, and emergency policies and procedures.
 2. Coordinate emergency drills.
- Work with the Office Manager to coordinate parent meetings and workshops on evenings and weekends.
- Represent the school at off-campus events.
- Develop and maintain partnerships with community members, businesses, and organizations such as A Place Called Home.

- Manage student health programs including health education, vision screening, dental, screening, hearing screening, and scoliosis screening.
- Assist Director of Operations and Development with updating policies and procedures, Employee Handbooks, and Parent/Student Handbooks.
- Serve as the main liaison between the school and the District.
- Serve as the main liaison between the school and Synergy's Board of Directors, including submitting written reports on the school's operations to the Board of Directors.
- Oversee the school site's School Operations Committee.
- Coordinate special programs such as special competitions, Parent Conferences, Back to School Day, Fall Festival, Winter Program, Annual Awards Assembly, Science Fairs, 5th or 8th Grade Trip, and 5th or 8th Grade Culmination Ceremony.
- Assist Director of Operations and Development with the school's fundraising programs.
- Ensure that the school is in compliance with all applicable laws.
- Assist with other duties as needed.

Qualifications

- Demonstrates a positive attitude, works as a team player, takes initiative as a leader, and is willing to do "whatever it takes" to help students, staff, and parents succeed.
- Has a strong instructional background and is willing to learn new instructional strategies and philosophies as well as how to teach other grades and subjects that he/she may not have taught before.
- Exhibits strong classroom management and experience in enforcing school-wide discipline policies.
- Works with attention to detail.
- Communicates well via both written and oral communication means.
- Possesses strong interpersonal skills, including the ability to interact effectively with staff members, parents, district personnel, vendors, and other external parties.
- Proficient in the use of computers, including but not limited to word processing, spreadsheets, multimedia presentations, e-mail, the Internet, and digital media.
- Has at least five years of experience in a K-12 setting (elementary, middle, and/or high school) with at least three years of teaching experience.
- Is willing to help teach as needed such as during summer school, Saturday school, after school, and/or during the regular school day.
- Demonstrates an in-depth understanding of and commitment to the school's mission and vision.
- Fluent in Spanish preferred but not required.



Mailing Address: P.O. Box 78638 • Los Angeles, CA 90016
 Site Address: 1010 E. 34th Street • Los Angeles, CA 90011
 (323) 233-8559 office • (323) 459-5463 voicemail • (323) 931-3298 fax
www.WeAreSynergy.org

Job Title: Director of Operations

Full Time Salaried Employee

Compensation: Commensurate with experience

Supervisor: Chief Executive Officer

The Director of Operations is responsible for managing Synergy's financial health, including budgeting, financial reporting, procurement, payroll, audits, compliance reporting, grants, and fundraising.

Job Duties:

- Manage Synergy's fiscal and compliance operations:
 1. Oversee payroll
 2. Pay bills
 3. Perform a variety of general ledger functions
 4. Prepare journal entries and reconcile bank accounts for month-end close
 5. Administer and monitor budgets, including monitoring actual income and expense vs. budget
 6. Provide financial data to state and local governments (i.e., LAUSD).
 7. Prepare various reports that are required by state and local governments as part of compliance reporting requirements (such as attendance reports, National School Lunch Program reports, Consolidated Application Part I and Part II, etc.)
 8. Prepare ad hoc reports as requested
 9. Prepare and submit financial reports as required and review for accuracy prior to distribution
 10. Assist with independent audits, including preparation of audit schedules
 11. Perform specialized accounting duties including, but not limited to, reconciling various balance sheets and P&L accounts as well as maintaining fixed assets
 12. Prepare and present financial reports to Synergy's Board
 13. Confer with school personnel including Co-Directors/Principals to provide information and/or resolve problems relating to financial transactions incurred at the school(s)
- Assist with Synergy's fundraising and grant-writing efforts:
 1. Research potential donors, foundations, grant and fundraising opportunities, etc.
 2. Write and submit grants for Synergy
 3. Serve as an internal source for contracts and grants
 4. Monitor grant account activities and balances to ensure adherence to agency restrictions
 5. Prepare various reports as part of grant applications
 6. Assist with budget preparation for grant proposals
 7. Assist with Synergy's schools' fundraising efforts such as helping to reconcile money collected with actual items sold for the fundraiser
 8. Interface with school administration within schools and other school personnel in applying for contracts and grants; provide financial information as necessary
- Manage Synergy's human resources and benefits:
 1. Oversee hiring and dismissal of employees in accordance to school policies
 2. Prepare and revise employee manuals and other HR documents as needed
 3. Maintain employees' HR records as well as records of credentials held by teachers in accordance with No Child Left Behind
 4. Oversee benefits paperwork and help Synergy research best benefits options
 5. Serve as liaison between benefits vendors and employees

- Report directly to the Board of Directors
- Maintain student information system with the assistance of the schools' Office Managers and/or Co-Directors
- Provide for safe campuses by assisting school administration in preparing and maintaining safety policies and procedures
- Maintain positive relationships with staff, parents, community members, and other organizations
- Ensure that the school is in compliance with all applicable laws
- Perform other related duties as assigned or requested

Qualifications

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

Quantum Leader Resumes

RÉSUMÉ FOR DR. BARBARA SHANNON

EDUCATION

University of Southern California	August 2006
<u>Doctorate in Education</u> , Learning and Instruction with an emphasis on Science Education	
Clinical Laboratory Medical Group School of Medical Technology	June 1983
California State Polytechnic University Pomona, CA	June 1979
<u>Masters of Science in Biology</u>	
California State University San Bernardino, CA	June 1973
<u>Bachelor of Arts in Biology</u>	

CREDENTIALS/CERTIFICATION

California Administrative Credential
 California Life Teaching Credential: Major - Biology; Minor – Chemistry
 Clinical Laboratory Scientist 1983

ADMINISTRATION EXPERIENCE

Synergy Kinetic Academy , Los Angeles, CA <u>Co-Founder and Co-Director</u> Supervise and mentor teachers at an inner-city middle school. Oversee school curriculum and culture. Run the day-to-day operations of a middle school. Conduct parent meetings and workshops. Empower teachers, parents, and students to focus on the school's mission of eliminating the achievement gap among educationally disadvantaged students. Serve as the school's testing coordinator and administrator over special education services. Oversee the school's student information system.	7/2008 – present
Westridge School , Pasadena, CA <u>Director of Multicultural Affairs/Service Learning</u> Advised the faculty and administration on issues of diversity. Planned major diversity events for the school. Led the student diversity group and the Diversity Committee. Served as the point person for the development of the Service Learning program. Served as point person to the advisors of all school culture clubs.	8/2003 – 6/2008
St. Bernard High School , Eureka, CA <u>Director of Student Activities</u> Advised the Associated Student Body (ASB). Supervised all student activities at the school, e.g. fundraisers, dances, and community service projects.	1991 – 1996
Upland Junior High School , Upland, CA <u>Director of Student Activities</u> Advised the ASB. Instituted a Leadership class for student school leaders. Created a student-run student store.	1979 – 1982

TEACHING AND WORK EXPERIENCE

University of Southern California , Los Angeles, CA Co-teacher – <i>Secondary Science Methods</i>	Summer Semester 2006
Westridge School , Pasadena, CA <u>Science Teacher – Grades 9-12</u> Served as Science Department Chair – 1999-2000; 2003-2004	August 2002 – September 1997

St. Bernard High School , Eureka, CA <u>Science and Math Teacher – Grades 10-12</u> Served as Science Department Chair - 1992 - 1997 Served as National Honor Society Moderator - 1994 - 1997	June 1997 – September 1989
Paramount Unified School District Clearwater Intermediate School, Paramount, CA <u>Bilingual Science Teacher, Grades 6 –8</u>	January – June 1989
San Dimas Community Hospital Clinical Laboratory San Dimas, CA <u>A.M. Shift Laboratory Supervisor</u> Created schedules and supervised laboratory personnel 12:00 a.m. – 3:00 p.m.	1987 – 1988
Chaffey Joint Union High School District Etiwanda High School, Etiwanda, California <u>Science Teacher, Grades 9-12</u>	1984 – 1987
Doctors' of El Monte El Monte, CA affiliated with Long Beach Memorial <u>Clinical Laboratory Scientist</u> Responsible for performing test on patient specimens	1983 – 1984
Upland School District Upland Junior High School, Upland, California <u>Science Teacher, Grades 7-8</u> Served as Science Department Chairperson	1977 – 1982 1978 – 1982
Los Angeles Unified School District John Adams High School, Los Angeles, California <u>Science Teacher, Grades 7-9</u> Advised Science Club	1974 – 1977

RESEARCH ACTIVITIES

Lawrence Berkeley Laboratory - Invited participant to the Science and Society Teacher Institute - Summer, 1994
Lawrence Berkeley Laboratory - Invited participant as a Teacher Research Associate in the laboratory of Dr. Mary Helen Barcellos-Hoff – summer, 1995
Lawrence Berkeley Laboratory - Invited as a Research Associate in the laboratory of Dr. Mary Helen Barcellos-Hoff – - Summer, 1996
City of Hope, Duarte, CA – Invited researcher in the laboratory of Dr. Ted Krontiris at the Beckman Research Institute - Summer 2000
Woodrow Wilson Teacher Fellow – Summer 2001

PRESENTATIONS

“The Relationship Between Attending Science and Math Academies and Students’ College Course Taking Patterns” – NCSSSMST Conference	2007
“Focus vs. International Day” – People of Color Conference	2003
“A Multicultural Science Curriculum” – People of Color Conference	2000 – 2002
“A Multicultural Science Curriculum” – The Across Colors Conference	2000, 2002
Featured on a video entitled “Summer Science” – made with the Wild Goose Company to assist teachers and parents in beginning summer science programs in their areas.	1997
“Put Your Student’s in the Driver’s Seat – Understanding DNA	

Through Student Presentations” – The Research Corporation Conference	1996
Accompanied a panel of six students to the Summit on Global Education	1996
Redwood Environmental Fair - College of the Redwoods - activity workshops for elementary -middle school students	June 1995, 1996, 1997
Native American Studies Program - Humboldt State - presented a workshop on teaching inquiry science	1991, 1992
“Insects in Human Nutrition” – NABT	1981

PUBLICATIONS

Wrote and instituted a course entitled “Research in Science” that was accepted as a science elective by the UC system	2002
Co-authored and instituted a course entitled “Cellular and Molecular Biology” that was accepted as a laboratory science by the UC system	2007
Co-author: <i>Entertaining with Insects</i>	1976
Wrote an individualized program for learning chemistry and biology for Junior high school	1978
Wrote and instituted a course entitled “Physical Ecology of Southern California “ that was accepted as a science elective by the UC system	1985

AWARDS

Tandy Technology Scholars - Outstanding Teacher	1994-95
The DuPont Challenge Certificate of Merit for Teacher Participation	1994
Exploravision - Certificate of Merit for Teacher Participation	1994, 1998
University of San Diego- Outstanding Teacher Recognition Program	1998, 1999
Who’s, Who Among American Teachers	1994, 1995, 1996, 1997, 2000, 2006

PROFESSIONAL AFFILIATIONS

Member of ASCP	1983 – present
Member of NABT	1984 – present
California representative for NABT	2002 – present
Member NSTA	1984 – present
Member of ASCD	1991 – present
Member of AAAS	1979 - 1984; 1997 – present
Member of California Teacher Advisory Council	2005 – present
Vice President of Projects and Newsletter Editor of PDK-USC Chapter	2007 – present

RÉSUMÉ FOR MEG PALISOC

EDUCATION AND CERTIFICATIONS

Master of Education, College Student Personnel Services (3.92 GPA), May 1998

University of Southern California, Rossier School of Education

Bachelor of Arts, Psychology (3.95 GPA, Summa Cum Laude), May 1996

University of Southern California, College of Letters, Arts and Sciences

Clear Administrative Services Credential, Clear Multiple Subject Teaching Credential, and a Clear Crosscultural, Language, and Academic Development (CLAD) Certificate from the California Commission on Teacher Credentialing

EXPERIENCE

Co-Founder and Chief Executive Officer, Synergy Academies, July 2009 to present.

- Oversee Synergy Academies' \$3 million budget and overall operations, including the operation of two schools, Synergy Charter Academy and Synergy Kinetic Academy in South Los Angeles.
- Responsible for Synergy Academies' fundraising and grant writing efforts.
- Oversee the organization's long-term facilities development needs, including site selection and construction projects.
- Assist with strategic planning and fund development planning.
- Maintain as well as create partnerships with other schools, businesses, community organizations, and government agencies.
- Interact with parents, students, teachers, and community members in order to fulfill the organization's mission.
- Represent the organization at meetings and conferences.
- Attend board meetings and report to Synergy Academies' Board of Directors.

Co-Founder and Co-Director, Synergy Charter Academy and Synergy Kinetic Academy,

Authorized by the Los Angeles Unified School District (LAUSD), January 2003 to June 2009.

- Helped lead Synergy Charter Academy to be the highest-performing fully-implemented K-5 school in South Los Angeles in 2006, 2007, 2008, and 2009. Based on the 2009 California standardized test results, Synergy Charter Academy's South Los Angeles students are performing among the top 10% of all students statewide, thus eliminating the achievement gap among educationally disadvantaged students.
- Co-wrote the charter petitions for Synergy Charter Academy and Synergy Kinetic Academy, an elementary charter school and a middle charter school that opened in South Los Angeles in August 2004 and September 2008, respectively.
- Oversaw the daily operations and instructional vision of two inner-city schools where over 85% of the students qualify for free or reduced-price lunch and approximately 40% of the students are English Learners.
- Was responsible for all compliance reports submitted to LAUSD, the Los Angeles County Office of Education, and the California Department of Education.
- Oversaw the schools' special education programs and was certified through LAUSD as an Assistant Principal of Elementary Instructional Support Services (LAUSD's special education administrator).
- Served as Testing Coordinator, Title I Coordinator, and English Learner/Bilingual Coordinator, including overseeing the CELDT test program, the Spanish Pre-LAS and LAS test program, and the STAR test program.

- Assisted with training and coaching staff in the school's innovative instructional approaches of promoting literacy through technology and promoting algebraic thinking.
- Supervised teachers and support staff, including providing support with curriculum and instruction as well as providing direction for daily operations and overall organizational effectiveness.

Teacher and Various Leadership Positions, 66th Street Elementary School, Los Angeles Unified School District, July 2001 to June 2004.

- Taught first and third grades in a self-contained classroom as a Reading First teacher.
- Served as a Visual and Performing Arts (VAPA) Co-Chair and Cadre Member.
- Served as a Writing Coach.
- Served as an Academic English Mastery Program (AEMP) Grade-Level Standards Achievement Team (GSAT) Teacher.
- Trained in culturally sensitive teaching methods to assist African American, Mexican American, Native American, and Native Hawaiian students in mastering academic English.
- Trained in the Open Court Reading Program and Success For All Reading Program.
- Trained in the Harcourt Mathematics Program and in the LAUSD/UCLA Collaborative Institute (LUCI), a California Mathematics Professional Development Institute (MPDI).
- Trained in the We the People: The Citizen and the Constitution project by the Center for Civic Education, funded by the U.S. Department of Education.
- Trained in Full-Option Science Systems (FOSS) Kits and City Technology Science Lessons.
- Trained in the Leonard Bernstein Artful Learning Model.

OTHER TEACHING EXPERIENCE

Co-Instructor, University of Southern California (USC) Office for Residential and Greek Life, January to April 1998 and 1999.

- Taught an undergraduate paraprofessional counseling course under the USC Rossier School of Education that is required for students interested in a Resident Advisor position.

Junior Teaching Assistant, USC Psychology Department, January 1996 to May 1996.

- Assisted the professor, Dr. Maria Felix-Ortiz, in teaching and coordinating class work for Psychology 499: Minority Mental Health. Lectured outside of class on APA style.

Intern, Chicago Urban Project (in Chicago's inner city west side), June 1995 to August 1995.

- Tutored eight and nine-year-old inner city children in language arts and math.
- Assisted the Circle Rock Preparatory School principal, Dr. Carmen Marcy, in initial preparations for the independent school's inaugural school opening.

OTHER ADMINISTRATIVE AND WORK EXPERIENCE

Director, Engineering Career Services, USC Viterbi School of Engineering's Student Affairs Department, June 2000 to June 2001.

Mentoring Program Coordinator, USC Viterbi School of Engineering's Student Affairs Department, August 1998 to June 2000.

Leadership Coordinator, USC Leadership, Service and Scholars, Division of Student Affairs, August 1997 to April 1998.

Other work experience includes working for university departments such as: USC Career Planning and Placement Center, USC Athletics, USC Residential and Greek Life, USC Language Academy, and USC Graduate Orientation.

AWARDS, GRANTS, AND ACCREDITATIONS

- Received the 2009 Eve Proffitt Emerging Leaders Grant to study Spanish in South/Central America.
- Synergy Charter Academy was named a 2008-2009 Title I Academic Achievement Award winner by the California Department of Education.
- Synergy Charter Academy was an Effective Practice Incentive Community (EPIC) National Charter School Consortium Silver Gain School in 2008 and 2009 by New Leaders for New Schools.
- Assisted Synergy Charter Academy with its California Distinguished School application. Synergy Charter Academy was the only school in South Los Angeles to be named a 2008 California Distinguished School by the California Department of Education.
- Co-wrote Synergy Charter Academy's California Charter School of the Year application. The California Charter Schools Association named Synergy Charter Academy as the 2008 California Charter School of the Year.
- Received a 2008 Women of Distinction Award from Fabian Nuñez, Speaker of the California Assembly.
- Co-wrote Synergy Charter Academy's National Charter School of the Year application. Synergy Charter Academy was the only school in Los Angeles to be named a 2007 National Charter School of the Year by the Center for Education Reform.
- Assisted with Synergy Charter Academy's accreditation application and site visit with the Schools Commission of the Western Association of Schools and Colleges (WASC) in 2007. Synergy Charter Academy is fully accredited by WASC.
- Co-wrote and received Walton Family Foundation grants totaling \$270,000 for Synergy Kinetic Academy and Synergy Quantum Academy (a high school proposed to open in Fall 2011).
- Co-wrote and received a California Department of Education Public Charter School Grant Program Start-Up Award in the amount of \$450,000 for Synergy Charter Academy.
- Wrote and received three \$10,000 BP A+ for Energy grants for Synergy Charter Academy.
- Named a 2006-2007 Emerging Leader by Phi Delta Kappa International.
- Received the 2003 Golden Apple Teaching Award from the Los Angeles Unified School District's District Intern Program.
- Received the 1997 USC Rockwell Dennis Hunt Scholastic Award given to a graduate student who best represented the university.

PRESENTATIONS

- “Using Data to Develop and Assess RTI and IEP Goals,” California Charter Schools Association's ZOOM! Data Source Data Institutes, December 8 and 10, 2009, online.
- “Effective Facilities Management Reduces Risk Management Costs,” 16th Annual California Charter Schools Conference, March 10-13, 2009, Long Beach, CA.
- “Closing the Achievement Gap: Learning from Successful Charter Schools,” The Los Angeles Unified School District's Academic English Mastery Program (AEMP) Weekend Conference, April 4-5, 2008, Los Angeles, CA.
- “Understanding and Using Data to Increase Student Achievement,” 15th Annual California Charter Schools Conference, March 4-7, 2008, Sacramento, CA.
- “Mom and Pops: Sustaining Small Charter Schools,” Charter School Leadership Summit, November 13-15, 2006, Los Angeles, CA.

“Teacher-Initiated Charters,” 12th Annual California Charter Schools Conference, January 24-26, 2005, Pasadena, CA.

“Staying Alive on Campus” (*How to ensure your student organization continues to thrive after you graduate*), 16th Annual San Diego State University Leadership Institute Conference, November 17-19, 2000, San Diego, CA.

PUBLICATIONS

Lin, M.J. (1994, March/April). Diversity on campus. College Bound Magazine, 34-35, 37.

Lin, M.J. (1994, September). Getting involved with the community while at college. College Bound Magazine, 48-51.

PROFESSIONAL MEMBERSHIPS AND ACTIVITIES

Advisory Board Member, National Charter School Resource Center, 2009 to present

Board Member (*Region A Representative, which includes Australia, Guam, Japan, South Korea, Taiwan, Thailand, and six U.S. Western states*), Phi Delta Kappa International Board of Directors, 2009 to present

Advisory Board Member, CalState TEACH Los Angeles Regional Advisory Board, 2009 to present
Member, Rotary Club of Los Angeles (LA5), 2009 to present

Member, California Hispanic Corporate Council Leadership Institute, 2009 to present

Member, USC Second Decade Society (a University of Southern California Alumni Organization), 2009 to present

Participant, Charter Schools Development Center’s Governance Academy, 2009 to present

Member, Los Angeles Chamber of Commerce, 2008 to present

Participant, Leadership Engagement Program, 2008 to 2009

Advisor, Phi Delta Kappa International Alpha Epsilon Chapter at the University of Southern California, July 2007 to present

Member, California Charter Schools Association, July 2004 to present

Member, Charter Schools Development Center, July 2004 to present

President, Phi Delta Kappa International Alpha Epsilon Chapter at the University of Southern California, July 2005 to June 2007

Participant, Phi Delta Kappa International Travel Abroad Program to Finland, April 2007

Participant, The University of Southern California’s Rossier School of Education’s Strategic Planning Conference with community stakeholders, Summer 2006

Member, The University of Southern California’s Center on Educational Governance’s Stakeholder Satisfaction Survey Advisory Committee, 2005 to 2006

Vice President, Membership, Phi Delta Kappa International Alpha Epsilon Chapter at the University of Southern California, July 2004 to June 2005

Participant, California Charter Schools Association’s New Leaders Program, July 2004 to June 2005

Secretary and Newsletter Editor, Phi Delta Kappa International Alpha Epsilon Chapter at the University of Southern California, July 2003 to June 2004

Cluster Facilitator, The USC LeaderShape Institute, Summer 2000

RÉSUMÉ FOR RANDY PALISOC

Education and Certifications

University of California, Los Angeles. Los Angeles, California.

Master of Education, August 2004.

Administrative Credential via the Principal Leadership Institute.

University of Southern California. Los Angeles, California.

Bachelor of Science, Business Administration, May 1996.

Dual emphasis in Entrepreneurship and Marketing.

Clear Administrative Services Credential, Clear Multiple Subject Teaching Credential, and Clear Cross-Cultural, Language, and Academic Development Certificate from the California Commission on Teacher Credentialing.

Work Experience

Co-Founder and Chief Achievement Officer, Synergy Academies. Los Angeles, California. July 2009 to present.

- Oversee the instructional program for the 395 students of Synergy Academies, which includes the national award-winning Synergy Charter Academy (elementary school) and the new Synergy Kinetic Academy (middle school).
- Supervise the principals of both schools to ensure that they are supporting teachers in effectively providing a rigorous and enriching standards-based curriculum to students.
- Provide professional development and coaching to 17 teachers and four administrators at both the elementary school and the middle school.
- Oversee the assessment and data-analysis aspects of each school to identify individual students' strengths and areas for improvement.
- Design intervention programs to help students who are struggling academically.
- Ensure that student learning outcomes are communicated effectively to students, parents, and teachers.
- Ensure that the operational aspects of each school create a school environment that supports rigorous learning.

Co-Founder and Co-Director, Synergy Charter Academy. Los Angeles, California.

July 2004 to June 2009.

- Helped Synergy Charter Academy, an inner-city elementary school in historic South Central Los Angeles, raise its Academic Performance Index score to 898, which is a 189-point gain over four years.
- Catapulted Synergy Charter Academy's student achievement from the bottom 10% of schools statewide to the top 10% of all schools in the State of California.
- Helped Synergy Charter Academy garner numerous national, state, and local awards, including the 2007 National Charter School of the Year award (Center for Education Reform in Washington, D.C.) and the 2008 California Distinguished School award (California Department of Education).
- Co-wrote Synergy Charter Academy's charter petition, which has been approved and renewed by the Los Angeles Unified School District and the California State Board of Education.

- Obtained a \$450,000 start-up grant from the California Department of Education. Managed the day-to-day operations of the school in accordance with school policies.
- Managed the financial health of the school, including managing the school's budget of over \$1 million per year, financial reporting, procurement, payroll, fundraising, and audits.
- Managed human resources, including preparing employee manuals and hiring and dismissal of employees in accordance with school policies. Maintained records of credentials held by teachers in accordance with No Child Left Behind.
- Reported directly to the Board of Directors and served as the primary liaison between the Board of Directors and the school.
- Served as the instructional leader of the school, assumed primary responsibility for curriculum development, coordinated staff development, and designed systems of instructional support for teachers.
- Maintained student information system with the assistance of the Office Manager.
- Collaborated with classroom teachers in order to track students' academic progress to ensure that the academic goals of the school and of No Child Left Behind were met.
- Provided for a safe campus by preparing and maintaining safety procedures, providing for emergency supplies, conducting emergency drills, and ensuring campus security.
- Established a culture of learning and maintained standards of student discipline.
- Maintained positive relationships with parents, community members, and other organizations.
- Ensured that the school was in compliance with all applicable laws.

Title III Director, 24th Street Elementary School. Los Angeles, California.
July 2001 to June 2004.

- Designed the school's Title III (formerly Title VII) program, which was funded by the U.S. Department of Education and used technology to help English Language Learners acquire English Language skills.
- Collaborated with teachers and administrators to design the curriculum and to use assessment to drive instruction.
- Developed, implemented, and assessed the technology curriculum for effectiveness and created modifications to meet the needs of a diverse student body.
- Effectively integrated technology in order to support curricular areas.
- Managed physical, financial, and human resources in order to accomplish the goals of the Title III program.
- Managed an annual budget of \$162,000.
- Managed two computer labs that served 1,200 students in grades one through five.
- Collaborated with an assistant who contributed to the implementation of the program.
- Contributed to the professional development of all faculty by leading sessions on technology, literacy, and content area instruction.
- Designed three point-credit courses in which 40 Los Angeles Unified School District teachers, administrators, and staff attended.
- Facilitated the participation of over 60 classrooms by coordinating scheduling and disseminating lesson plans on a timely basis.
- Trained in the Open Court Reading Program.

Saturday School Intervention Coordinator, 24th Street Elementary School. Los Angeles, CA. January 2002 to May 2002.

- Co-designed the Saturday School Program, a program funded by the Extended Learning Program that provided intervention for kindergarten through third grade students who were at risk of not meeting academic standards.
- Trained and managed a team of 21 teachers to provide 210 students with instruction in phonemic awareness, phonics, text comprehension, oral language development, writing, and music.
- Created procedures that maximized instructional and on-task time by better managing student information and streamlining transition times.
- Ensured the smooth operation of the program by coordinating efforts with support personnel, including the office staff, custodial staff, and transportation services.
- Increased attendance and parental involvement by implementing an effective incentive program that awarded 120 perfect attendance awards for the 12-week program.
- Created and maintained a database of student information.
- Ensured open lines of communication with parents by creating parent letters, flyers, and newsletters.

Technology Coordinator, 24th Street Elementary School. Los Angeles, CA.
January 2000 to November 2003.

- Assisted with the E-rate Internet connectivity project by serving as the school's liaison and conducting campus walkthroughs with contractors and district representatives.
- Maintained hardware and software inventories in order to maintain internal controls and to ensure software copyright compliance.
- Attended monthly Local District Technology Consortium meetings in order to stay abreast of current trends and issues.
- Coordinated with teachers and administrators to produce special events such as assemblies, holiday programs, and culmination ceremonies.

Teacher, 24th Street Elementary School. Los Angeles, California.
August 1997 to June 2001.

- Taught self-contained, multiple-subject classrooms of third and fourth grade students.
- Provided students with an enriched curriculum that went above and beyond the state content standards, including the use of technology, a filmmaking class, and learning to play musical instruments.
- Received California Professional Clear Multiple Subject Teaching Credential through the District Intern Program of the Los Angeles Unified School District.
- Received training on instructing English Language Learners.
- Developed lesson plans, implemented plans, and assessed student learning.
- Maintained appropriate standards of classroom behavior.

Office Assistant, Berlitz Translation Services. Santa Monica, California.
August 1996 to August 1997

- Increased organizational efficiency by implementing automated systems for using Federal Express, Office Depot, and purchase orders.
- Provided extensive administrative support such as composing written correspondence, purchasing, customer service, and employee training.

National, State, and Local Awards and Grants

- Led Synergy Charter Academy to a 2007 National Charter School of the Year award, which was presented by the Center for Education Reform in Washington, D.C.
- Helped Synergy Charter Academy become a two-time winner of the national Effective Practices Incentive Community (EPIC) Grant, which is administered by New Leaders for New Schools in New York, NY.
- Led Synergy Charter Academy to be honored as a 2008 California Distinguished School by the California Department of Education, making it the only school in historic South Central Los Angeles to receive the award that year.
- Synergy Charter Academy received a 2009 Title I Academic Achievement Award from the California Department of Education.
- The California Charter Schools Association named Synergy Charter Academy the 2008 California Charter School of the Year.
- Synergy Charter Academy is a three-time recipient of the statewide California Business for Education Excellence Honor Roll award.
- Synergy Charter Academy received the Charter School Excellence Award from ExED/ The Siart Foundation.
- Received a start-up grant for Synergy Charter Academy from the California Department of Education's Public Charter School Grant Program.
- Received the Service Award from the University of Southern California Chapter of Phi Delta Kappa.
- Received a Title III Grant for 24th Street Elementary School from the U.S. Department of Education Office of English Language Acquisition.
- Received a Comprehensive School Reform Demonstration Program Grant for 24th Street Elementary School from the California Department of Education.
- Received a MediaOne C.O.O.L. Award for Outstanding Educators.
- Received a Riordan Foundation Recreational Reading Mini-Grant.

Professional Memberships and Other Activities

Member, University of Southern California Chapter of Phi Delta Kappa.

Member, Los Angeles Social Venture Partners Charter School Forum.

Founding Board Member, Olympic Park Neighborhood Council.

Member, Los Angeles Area Chamber of Commerce.

Member, California Charter Schools Association.

Los Angeles Unified School District Courses Taught

- **Computer Staff Development Series, Parts I, II, and III** (Spring 2000, AB 1339 – Educational Technology Staff Development).
- **Using Technology to Better Manage Your Classroom and to Deliver More Powerful Writing Instruction**, Course Number 55-11-690.
- **Advanced Methods to Delivering Instruction with Technology**, Course Number 55-11- 691.
- **Using New Media to Innovate with the Writing Process**, Course Number 55-11-692.

Skills and Test Scores

GRE Verbal Score, 600. **GRE Math** Score, 760.

MSAT Score, 356.

RICA Status, Passed.

CBEST Status, Passed.

CLAD Status, Passed.

Proficient in a variety of professional computer applications, including Adobe Photoshop, Adobe GoLive!, and Final Cut Pro.

RÉSUMÉ FOR ERIKA CHUA

SELECTED SKILLS AND ACCOMPLISHMENTS

- Led the efforts of an 11-member collaborative team to provide services to inner-city youth and families through a City-sponsored gang-prevention program
- Managed expenditure and budget processes for 12 different accounts in the Viterbi Admission and Student Affairs Division with a total value of over \$2 million
- Supervised up to 40 students and 1 full-time staff member in the provision of administrative and student support services within the Viterbi School of Engineering
- Demonstrated excellent communication skills through my supervisory and collaborative capacities in each previous position

WORK EXPERIENCE

Synergy Academies, Director of Operations, February 2008 – present

- Manage Synergy Academies' business operations and human resources, including compliance paperwork, payroll, budgets, audits, accounts receivable, and accounts payable for Synergy Charter Academy and Synergy Kinetic Academy
- Assist with Synergy Academies' development efforts, including fundraising, grant-writing, and networking
- Represent Synergy Academies at various events including Business Managers' Meetings

USC Viterbi School of Engineering, Program Specialist, September 2000 – present

- Managed multiple programs and priorities while working as a team with other staff members in the academic unit and across campus
- Created procedures for processing and tracking of expenditures within the division; managed student and staff payroll processes for over 200 employees
- Coordinated the Engineering Honors Program, the Merit Research Program, and several mentoring programs for targeted student populations
- Advised approximately 150 students each semester on their required classes, their choice of major, and any academic difficulties faced

Martin Luther King Legacy Association, L.A. Bridges Program Director and Project Administrator, May 1998 – September 2000

- Managed the implementation of and reporting for a gang-prevention program focused on middle-school youth
- Collaborated with social workers and other service providers to address holistic concerns of students and their families
- Interfaced with various program stakeholders including City Council members and their staff, LAUSD personnel, community members, parents, and staff of other non-profit organizations

USC Volunteer Center, Program Coordinator, February 1995 – May 1998

- Implemented the start-up phase of the Community Action Short-term Team (CAST) program, and administered the program for several years thereafter
- Mobilized hundreds of USC students to become more involved in their local neighborhood, resulting in 1400 volunteer hours invested in the community

EDUCATION

Master of Public Administration, University of Southern California, May 2003

GPA: 4.0

Coursework included: Nonprofit Management and Leadership, Policy and Program Evaluation, and Urban Demography and Growth

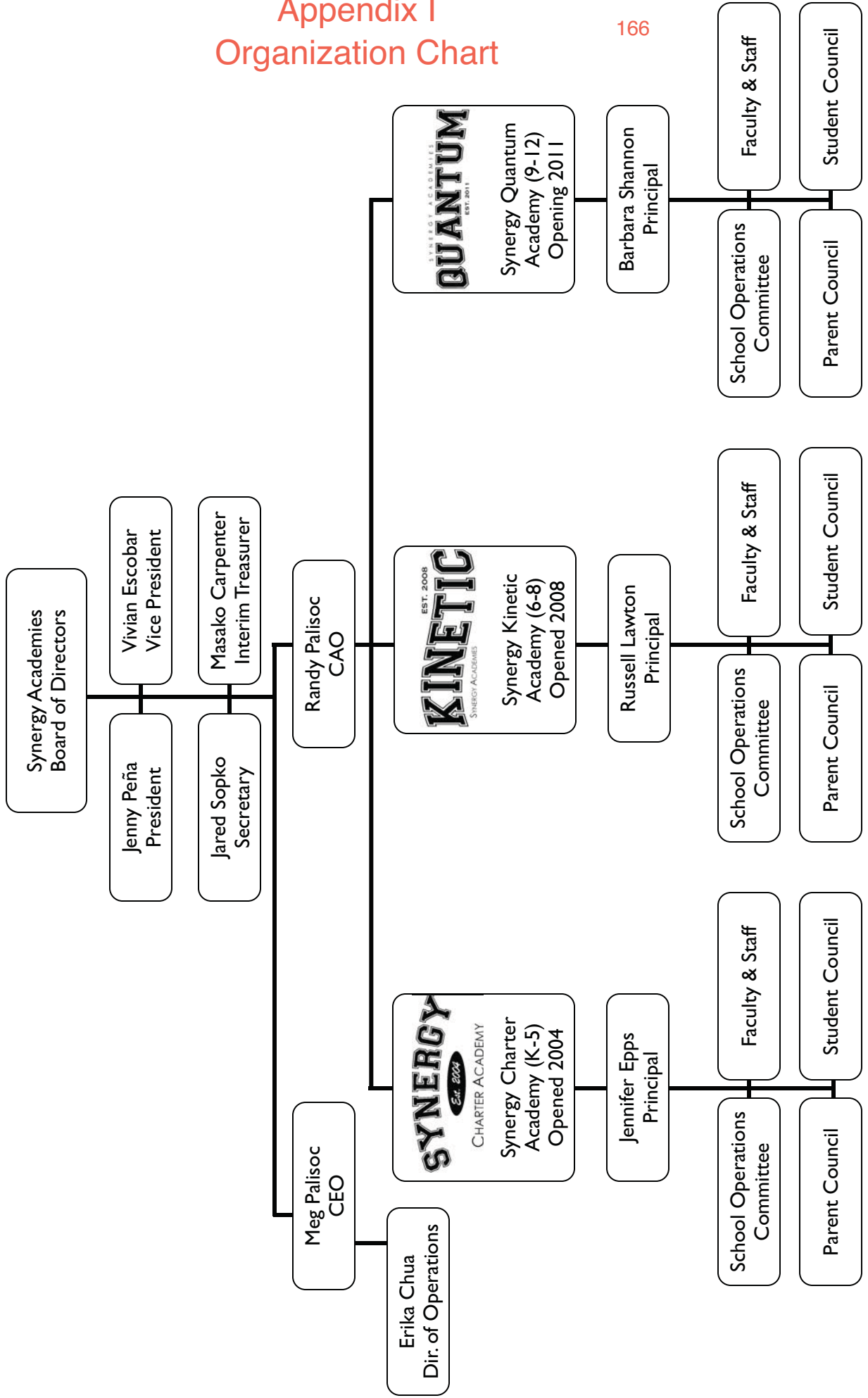
Bachelor of Science, Business Administration, Univ. of Southern California, May 1998

Summa Cum Laude; GPA: 3.9

Emphasis: Human Resource Management

The Schools of Synergy Academies

Organization Chart



Appendix J

Bylaws and Articles of Incorporation

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BYLAWS OF SYNERGY ACADEMIES

(A California Non-Profit Public Benefit Corporation)

ARTICLE I NAME

Section 1. NAME. The name of this corporation is Synergy Academies.

ARTICLE II PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation shall be fixed and located at such place within or without the State of California as the Board of Directors shall determine. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may at any time establish branch or subordinate offices at any place or places where this corporation is qualified to conduct its activities.

ARTICLE III GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to manage, operate, guide, direct and promote California Public Charter Schools. Also in the context of these purposes, the corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the corporation.

Section 2. LIMITATIONS The corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context otherwise requires, the general provisions, rules of construction, and definitions in the California Non-Profit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any board member or officer of the corporation. On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a non-profit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code Section 501(c)(3).

ARTICLE VI CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Non-Profit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Non-Profit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors (also known as the "Board"). The Board may delegate the management of the corporation's activities to any person(s), management company, or committees, however composed, provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have

the power to:

1. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; supervise them; fix their compensation; and require them security for faithful service.
2. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California; and designate a place in or outside California for holding any Board of Director meetings.
3. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.
4. Adopt and use a corporate seal and alter the forms of the seal and certificates.

Section 3. DESIGNATED BOARD MEMBERS AND TERMS. All board members shall be designated by the existing Board of Directors, except that the following seats will be reserved: one (1) non-voting board member may be appointed by the governing board of the granting school district of each of the charter schools operated as Synergy Academies. In the event that the granting school district fails to appoint a district representative, in any year, on or before May 31 of such year, then the Board of Directors shall appoint such board member for that year, and one (1) board member may be appointed by a vote of the parents of Synergy Academies' current year students. In the event that a parent fails to be elected to the Board of Directors, in any year, on or before May 31 of such year, then the Board of Directors shall appoint such board member for that year.

The terms of the establishing Board of Directors shall be staggered as drawn by lot, with four (4) to six (6) of the seats serving a one (1) year term and five (5) to seven (7) seats serving a two (2) year term. Except for the establishing Board of Directors, the representative designated by the granting school district(s), and the representative appointed by a vote of the parents of Synergy Academies' current year students, each board member shall hold office for up to three (3) consecutive two (2) year terms. The term for the representative designated by the granting school district(s) and the term for the representative appointed by a vote of the parents of Synergy Academies' current year students shall always be two (2) years. After a board member has served for three (3) consecutive two (2) year terms, there must be a break of at least one (1) year before the board member can serve on the Board again. All terms shall be for two (2) consecutive years and terms shall commence on a date specified by the Board and shall expire exactly two (2) years from that date. At the end of each two (2) year term, renewal of a board member's term will require a majority vote of the Board. The Board will have the discretion by a two-thirds (2/3) vote of the Board to determine whether to allow a board member to remain on

the Board beyond six (6) consecutive years.

Section 4. RESTRICTION ON INTERESTED PERSONS AS BOARD MEMBERS.

No interested persons may serve on the Board of Directors. An interested person is (a) any person compensated by the corporation for services rendered to it within the previous twelve (12) months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a board member as a board member; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 5. NUMBER OF BOARD MEMBERS. The authorized number of Board of Directors shall consist of not less than nine (9), nor more than thirteen (13) voting board members.

Section 6. NOMINATIONS BY COMMITTEE. The President of the Board of Directors may appoint a committee comprised of Board Members whose terms are not expiring to nominate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before that date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for board member than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death or resignation of any board member; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a board member who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Non-Profit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of board members; or (d) the failure of the board members, at any meeting of board members at which any board member or board members are to be elected, to elect the number of board members required to be elected at such meeting; (e) disenrollment from Synergy Academies of student or students of a parent serving on the Board of Directors; and (f) termination of employment with Synergy Academies.

Section 9. RESIGNATION OF BOARD MEMBERS. Except as provided below, any board member may resign by giving written notice to the President or the Secretary of the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a board member's resignation is effective at a later time, the Board of Directors may elect a successor before such a time, to take office as of the date when the resignation becomes effective.

Section 10. BOARD MEMBER MAY NOT RESIGN IF NO BOARD MEMBER REMAINS. Except on notice to the California Attorney General, no board member may resign if the corporation would be left without a duly elected board member or board members.

Section 11. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of board members then in office is less than a quorum, by (a) the unanimous consent of the board members then in office, (b) the affirmative vote of a majority of the board members then in office at a meeting held according to notice or waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining board member.

Section 12. NO VACANCY ON REDUCTION OF NUMBER OF BOARD MEMBERS. Any reduction of the authorized number of board members shall not result in any board members being removed before his or her term of office expires.

Section 13. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the corporation or the Board of Directors may designate that a meeting be held at any place within or without the State of California that has been designated by resolution of the Board of Directors or in the notice of the meeting.

Section 14. TELECONFERENCE MEETINGS. 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 school district 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;¹
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. The agenda shall indicate that members of the public attending a meeting

¹ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

conducted via teleconference need not give their name when entering the conference call.²

Section 15. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least 72 hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 16. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose or purposes may be called at any time by the President, the Secretary, or any two or more board members. The party calling a special meeting shall determine the place, date, and time thereof.

Section 17. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours notice is given to each board member and to the public through the posting of an agenda. Pursuant to the Brown Act, the Board of Directors shall adhere to the following notice requirements for special meetings:

- a. Any such notice shall be addressed or delivered to each board member at the board member's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice, or, if an address is not shown on the Corporation's records or is not readily ascertainable, at the place at which the meetings of the Board of Directors are regularly held.
- b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.
- c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

² The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Section 18. **QUORUM.** A majority of the voting 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 voting power represented at the meeting, entitled to vote, and voting on any matter shall be a decision of the Board of Directors. Should there be fewer than a majority of the directors present at any meeting, the meeting shall be adjourned. Voting directors may not vote by proxy.

Section 19. **ADJOURNMENT.** A majority of the board members present, whether or not a quorum is present, may adjourn any meeting to another time and place.

Section 20. **COMPENSATION AND REIMBURSEMENT.** Board members may receive such compensation, if any, for their services as board members or officers, and such reimbursement of expenses, as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 21. **CREATION OF POWERS OF COMMITTEES.** The Board, by resolution adopted by a majority of the board members then in office, may create one or more committees, each consisting of two or more voting board members and no one who is not a board member, to serve at the pleasure of the Board. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of board members. The Board of Directors may appoint one or more board members as alternate members of any such committee, who may replace any absent committee member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

- (a) Take any final action on any matter that, under the California Non-Profit Public Benefit Corporation Law, also requires approval of the board members or approval of a majority of all board members;
- (b) Fill vacancies on the Board of Directors or any committee of the Board;
- (c) Fix compensation of the board members for serving on the Board of Directors or on any committee;
- (d) Amend or repeal bylaws or adopt new bylaws;
- (e) Amend or repeal any resolution of the Board of Directors that by its express terms is not so amendable or repealable;
- (f) Create any other committees of the Board of Directors or appoint the members of committees of the Board;
- (g) Expend corporate funds to support a nominee for board member if more people have been nominated for board member than can be elected; or

- (h) Approve any contract or transaction to which the corporation is a party and in which one or more of its board members has a material financial interest.

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 with the understanding that the Board of Directors retains full decision-making authority.

Section 22. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board of Directors shall be governed by, held, and taken under the provisions of these bylaws concerning meetings and other Board of Directors' actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board of Directors' resolution or, if none, by resolution of the committee. Minutes of each committee meeting shall be kept and shall be filed with the corporate records. The Board of Directors may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 23. NON-LIABILITY OF BOARD MEMBERS. No board member shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 24. REMOVAL. Any board member may be removed with or without cause by the affirmative vote of three-fourths of the directors present at a meeting duly held at which a quorum is present. Any vacancy caused by removal of a board member shall be filled as provided in Section 12.

Section 25. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The charter schools operated as Synergy Academies and the Board of Directors shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

Section 26. COMPLIANCE WITH CONFLICTS OF INTEREST LAWS. The charter schools operated as Synergy Academies and the Board shall comply with applicable conflict of interest laws, including the Political Reform Act and California Government Code Section 1090, et seq. ("Government Code Section 1090"), as said chapter may be modified by subsequent legislation.

ARTICLE VIII OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a President, a Secretary, and a Chief Financial Officer, who shall be known as the "Treasurer." The corporation, at the Board's direction, may also have a Chairman of the Board, one or more Vice-Presidents, one or more Assistant Secretaries, one or more Assistant Treasurers, and such other officers as

may be appointed under Article VIII, Section 4 of these bylaws. The officers in addition to the corporate duties set forth in this Article VIII shall also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. **DUPLICATION OF OFFICE HOLDERS.** Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as either the President or the Chairman of the Board.

Section 3. **ELECTION OF OFFICERS.** The officers of this corporation shall be chosen by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract. Officers may serve three (3) consecutive two (2) year terms. However, after an officer has served for three (3) consecutive two (2) year terms, there must be a break of at least one (1) year before that board member can serve as an officer again.

Section 4. **APPOINTMENT OF OTHER OFFICERS.** The Board of Directors may appoint and authorize the President, or another officer to appoint any other officers that the corporation may require. Each appointed officer shall have the title and authority, hold office for the period, and perform the duties specified in the bylaws or established by the Board.

Section 5. **REMOVAL OF OFFICERS.** Without prejudice to the rights of any officer under an employment contract, the Board of Directors may remove any officer with or without cause by the affirmative vote of a majority of the Board. An officer who was not chosen by the Board of Directors may be removed by any other officer on whom the Board of Directors confers the power of removal.

Section 6. **RESIGNATION OF OFFICERS.** Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 7. **VACANCIES IN OFFICE.** A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 8. **CHAIRMAN OF THE BOARD.** If a Chairman of the Board of Directors is elected, he or she shall preside at Board of Directors meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. If there is no President, the Chairman of the Board of Directors shall also be the Chief Executive Officer and shall have the powers and duties of the President of the corporation set forth in these bylaws.

Section 9. **PRESIDENT.** Subject to such supervisory powers as the Board of Directors may give to the Chairman of the Board, if any, and subject to the control of the Board,

and subject to the President's contract of employment, the President shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall preside at all Board of Director meetings. The President shall have such other powers and duties as the Board of Directors or the bylaws may require.

Section 10. VICE-PRESIDENTS. If the President is absent or disabled, the Vice-Presidents, if any, in order of their rank as fixed by the Board, or, if not ranked, a Vice-President designated by the Board, shall perform all duties of the President. When so acting, a Vice-President shall have all powers of and be subject to all restrictions on the President. The Vice-Presidents shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 11. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board of Directors may direct, a book of minutes of all meetings, proceedings, and actions of the Board, and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, general, or special, and, if special, how authorized; the notice given; the names of board members present at Board of Directors and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date.

The Secretary shall give, or cause to be given, notice of all Board of Director meetings and of committees of the Board of Directors that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 12. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Treasurer shall send or cause to be given to the Board of Director such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any board member at all reasonable times.

The Treasurer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board of Directors may designate; (b) disburse the corporation's funds as the Board of Directors may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Treasurer and of the financial condition of the corporation; and (d) have such other powers and perform such other duties as the Board, contract, job specification, or the bylaws may require.

If required by the Board, the Treasurer shall give the corporation a bond in the amount and with the surety or sureties specified by the Board of Directors for faithful performance of the

duties of the office and for restoration to the corporation of all of its books, papers, vouchers, money, and other property of every kind in the possession or under the control of the Treasurer on his or her death, resignation, retirement, or removal from office.

ARTICLE IX CONTRACTS WITH BOARD MEMBERS AND OFFICERS

Section 1. **CONTRACTS WITH BOARD MEMBERS.** The Corporation shall comply with Government Code Section 1090.

ARTICLE X LOANS TO BOARD MEMBERS AND OFFICERS

Section 1. **LOANS TO BOARD MEMBERS AND OFFICERS.** This corporation shall not lend any money or property to or guarantee the obligation of any board member or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a board member or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that board member or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XI INDEMNIFICATION

Section 1. **INDEMNIFICATION.** To the fullest extent permitted by law, this corporation shall indemnify its board members, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board of Directors by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board of Directors shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board of Directors shall authorize indemnification.

ARTICLE XII INSURANCE

Section 1. **INSURANCE.** This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its officers, board members, employees, and other agents, to cover any liability asserted against or incurred by any officer, board member, employee, or agent in such capacity or arising from the officer's, board

member's, employee's, or agent's status as such.

ARTICLE XIII MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

- (a) Adequate and correct books and records of account;
- (b) Written minutes of the proceedings of its Board of Directors and committees of the Board; and
- (c) Such reports and records as required by law.

ARTICLE XIV INSPECTION RIGHTS

Section 1. BOARD MEMBERS' RIGHT TO INSPECT. Every board member shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the board member's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g. restrictions on the release of education records under FERPA) pertaining to access to books, records, and documents.

Section 2. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the board members at all reasonable times during office hours. If the corporation has no business office in California, the Secretary shall, on the written request of any board member, furnish to that board member a copy of the articles of incorporation and bylaws, as amended to the current date.

Section 3. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any board member may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a board member. Any such inspection and copying may be made in person or by the board member's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

ARTICLE XV REQUIRED REPORTS

Section 1. **ANNUAL REPORTS.** The corporation shall furnish to all of the Board of Directors annually, within 120 days after the end of the corporation's fiscal year, a report containing the following information in reasonable detail:

- (a) The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds;
- (c) The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;
- (d) The corporation's expenses or disbursement for both general and restricted purposes;
- (e) Any information required under these bylaws; and
- (f) An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. **ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS.** As part of the annual report to all board members, or as a separate document if no annual report is issued, the corporation shall annually, within 120 days after the end of the corporation's fiscal year, prepare and mail or deliver to each board member and furnish to each board member a statement of any transaction or indemnification of the following kind:

- (a) Any transaction (a) in which the corporation, or its parent or subsidiary, was a party, (b) in which an interested person had a direct or indirect material financial interest, and (c) which involved more than \$50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than \$50,000. For this purpose, an interested person is either:
 - (1) Any board member or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or
 - (2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided

that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVI BYLAW AMENDMENTS

Section 1. AMENDMENTS. The Board of Directors may adopt, amend or repeal any of these Bylaws by a majority of the board members present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the charters of the charter schools operated as Synergy Academies or make any provisions of these Bylaws inconsistent with these charters, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVII FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Synergy Academies, a California non-profit public benefit corporation; that these bylaws, consisting of 14 pages, are the bylaws of this corporation as adopted by the Board of Directors on August 8, 2009, and that these bylaws have not been amended or modified since that date.

Executed on August 8, 2009, at Los Angeles, California.

A handwritten signature in black ink, appearing to read 'Viviana Escobar', is written over a horizontal line.

Viviana Escobar, Secretary

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION
OF
SYNERGY CHARTER ACADEMY**

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

JUN - 9 2008

The undersigned certify that:

1. They are the President and the Secretary of Synergy Charter Academy, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of the corporation is Synergy Academies.

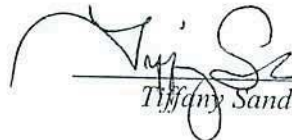
3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this corporation is organized are to manage, operate, guide, direct and promote California Public Charter Schools.

4. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
5. The corporation has no members.

I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 11/8/07


Tiffany Sanders, President

DATE: 11-8-07


Viviana Escobar, Secretary



State of California
Secretary of State



I, DEBRA BOWEN, Secretary of State of the State of California, hereby certify:

That the attached transcript of 1 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.



IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

JUN - 9 2008

DEBRA BOWEN
Secretary of State

**CERTIFICATE OF AMENDMENT OF
ARTICLES OF INCORPORATION
OF
SYNERGY CHARTER ACADEMY**

The undersigned certify that:

1. They are the President and the Secretary of the Synergy Charter Academy, a California nonprofit public benefit corporation.
2. Article I of the Articles of Incorporation of this corporation is amended to read as follows:

The name of the corporation is Synergy Academies.

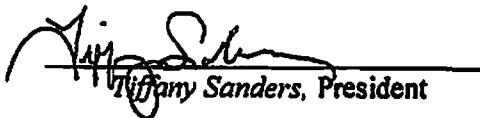
3. Article II of the Articles of Incorporation of this corporation is amended to read as follows:

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this corporation is organized are to manage, operate, guide, direct and promote California Public Charter Schools.

4. The foregoing amendment of the Articles of Incorporation has been duly approved by the board of directors.
5. The corporation has no members.

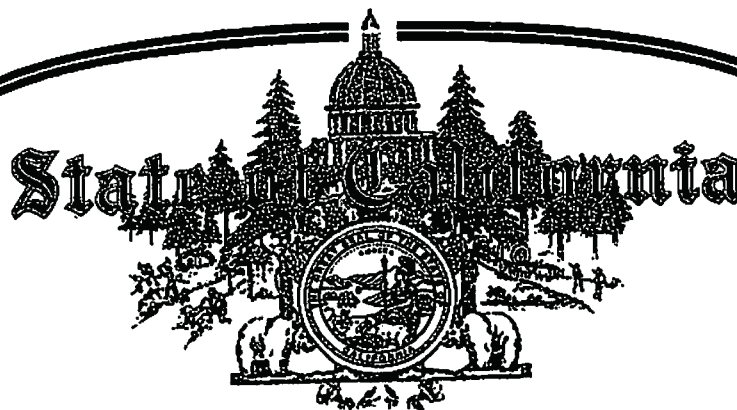
I further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of my own knowledge.

DATE: 11/8/07


Tiffany Sanders, President

DATE: 11/8/07


Viviana Escobar, Secretary



SECRETARY OF STATE

CERTIFICATE OF STATUS DOMESTIC CORPORATION

I, KEVIN SHELLEY, Secretary of State of the State of California, hereby certify:

That on the **25TH day of FEBRUARY, 2004**, **SYNERGY CHARTER ACADEMY** became incorporated under the laws of the State of California by filing its Articles of Incorporation in this office; and

That no record exists in this office of a certificate of dissolution of said corporation nor of a court order declaring dissolution thereof, nor of a merger or consolidation which terminated its existence; and

That said corporation's corporate powers, rights and privileges are not suspended on the records of this office; and

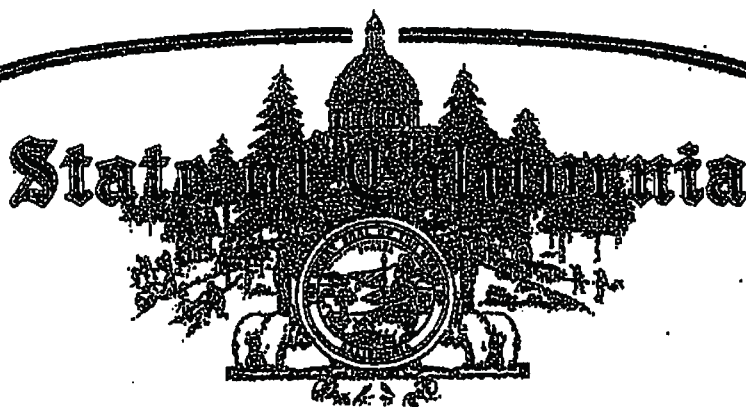
That according to the records of this office, the said corporation is authorized to exercise all its corporate powers, rights and privileges and is in good legal standing in the State of California; and

That no information is available in this office on the financial condition, business activity or practices of this corporation.

IN WITNESS WHEREOF, I execute this
certificate and affix the Great Seal
of the State of California this day
of **April 16, 2004**.



Kevin Shelley
KEVIN SHELLEY
Secretary of State

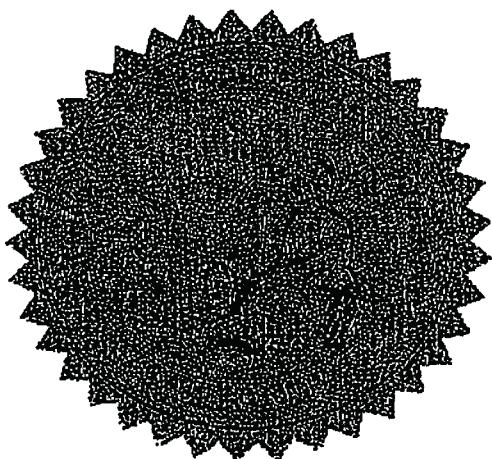
**SECRETARY OF STATE**

I, *Kevin Shelley*, Secretary of State of the State of California, hereby certify:

That the attached transcript of 2 page(s) has been compared with the record on file in this office, of which it purports to be a copy, and that it is full, true and correct.

IN WITNESS WHEREOF, I execute this certificate and affix the Great Seal of the State of California this day of

FEB 25 2004



Kevin Shelley
Secretary of State

ENDORSED - FILED
In the office of the Secretary of State
of the State of California

FEB 25 2004

KEVIN SHELLEY
Secretary of State

**ARTICLES OF INCORPORATION
OF
SYNERGY CHARTER ACADEMY**
(A California Non-Profit Public Benefit Corporation)

ARTICLE I

The name of this corporation is Synergy Charter Academy.

ARTICLE II

This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for public and charitable purposes. The specific purposes for which this corporation is organized are to manage, operate, guide, direct and promote Synergy Charter Academy.

ARTICLE III

The name and address in the State of California of this corporation's initial agent for service of process is:

Randolph Palisoc, 1269 S. Victoria Avenue, Los Angeles, CA 90019

ARTICLE IV

This corporation is organized and operated exclusively for educational and charitable purposes pursuant to and within the meaning of section 501(c)(3) of the Internal Revenue Code or the corresponding provision of any future United States Internal Revenue Law. Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of this corporation. This corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE V

All corporate property is irrevocably dedicated to the public and charitable purposes set forth in the second article above. No part of the net earnings or assets of this corporation shall inure to the benefit of, or be distributable to any of its directors, members, trustees, officers or other private persons except that this corporation shall be authorized and empowered to pay reasonable compensation for services rendered, and to make payments and distributions in furtherance of the purposes set forth in Article II.

Subject to the provisions of the non-profit public benefit provisions of the Nonprofit Corporation Law of the State of California, and any limitations in the articles or bylaws relating to action to be approved by the members or by a majority of all members, if any, the activities and affairs of this corporation shall be conducted and all the powers shall be exercised by or under the direction of the board of directors.

ARTICLE VI

The number of directors shall be provided for in the bylaws. The bylaws shall prescribe the qualifications, mode of election, and term of office of directors.

ARTICLE VII

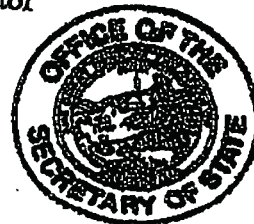
The authorized number and qualifications of members of this corporation, if any, the different classes of membership, the property, voting and other rights and privileges of members, and their liability for dues and assessments and the method of collection thereof shall be set forth in the bylaws.

ARTICLE VIII

Upon the dissolution or winding up of this corporation, its assets remaining after payment of all debts and liabilities of this corporation, shall be distributed to a non-profit fund, foundation, or association which is organized and operated exclusively for educational, public or charitable purposes and which has established its tax exempt status under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not so disposed of shall be disposed of by a court of competent jurisdiction of the county in which the principal office of this corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

Date: 2/25/04

Randolph Palisoc
Randolph Palisoc, Incorporator



Appendix K
Proof of 501(c)3

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: SEP 22 2005

SYNERGY CHARTER ACADEMY
C/O RANDOLPH PALISOC
1269 S VICTORIA AVE
LOS ANGELES, CA 90019

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
February 25, 2004
Contribution Deductibility:
Yes

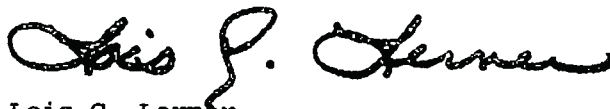
Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Information for Exempt Organizations Under Section 501(c)(3) for some helpful information about your responsibilities as an exempt organization.

Sincerely,



Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Information for Organizations Exempt Under Section 501(c)(3)

Letter 947 (DO/CG)

Appendix L

Resumes of Governing Board Members

189

Karen Howell Bracher

Position Yokota & Associates, Inc.
Affordable Housing Development Consultants

Education Bachelor of Architecture
University of Southern California, 1997

Employment History

Yokota & Associates, Inc. 1998 – Current

Ms. Bracher has a wide range of experience in affordable housing development including project feasibility, site analysis, financing, project development, and governmental approvals. She has experience with numerous subsidized housing programs, including Low Income Housing Tax Credits, State Department of Housing and Community Development, HUD HOME & CDBG Funds, local redevelopment agencies, local housing authorities, HUD 202 and 811 Programs, HUD Transitional and Supportive Housing Programs, and the FHLB Affordable Housing Program.

Ms. Bracher supports clients directly by understanding the complicated governmental regulations and procedures involved in the development process as well as assists in the management of the development team including architects, general contractors, property management, and lenders. Skills include, among others, development of financing pro formas, packaging of competitive financing applications, coordination of loan closing procedures, and submission of monthly pay requests during construction.

Yokota's clients include a variety of for profit and non profit corporations including those agencies that specialize in housing development, local City/County Housing Authorities, and churches/religious institutions. Clients also include social service agencies that specialize in providing services to seniors, large families, veterans, victims of domestic violence, individuals infected with HIV/AIDS, mentally and/or physically disabled, veterans and drug/alcohol dependence. Ms. Bracher works directly with Board of Directors, Executive Directors, and other staff to assist clients in all areas of the development process including educating staff and Board members on various affordable housing issues and funding sources, submission requirements and entitlement processing. At any point in time, Ms. Bracher works with 10-20 clients at various points along the development timeline (predevelopment, construction, permanent loan closing, etc...).

Beyond Shelter Housing Development Corporation 1997-1998

Housing Development Assistant

Assisted Housing Development Director in Property Asset Management responsibilities as well as Permanent loan closing requirements.

Board Membership & Affiliations

Learning Inglewood Style (LIST)

Inglewood, CA

Board Vice President

2005-current

Synergy Charter Academy

Public Charter School (Los Angeles, CA)

Board Member

2004-current

Member of the Southern California Association of Non Profit Housing (SCANPH)

References available upon request

FINANCE/ACCOUNTING EXECUTIVE

A results-driven executive with extensive experience in conducting financial audits of corporations with revenues ranging from \$10 M to \$1 B, and in advising them on operational and management process improvements.

PROFESSIONAL EXPERIENCE

KPMG LLP, Los Angeles, CA 2002-2009
Audit Partner (2005-2009)/Audit Director (2002-2005)

Arthur Andersen LLP, Los Angeles, CA 1977-2002
Audit Partner (1991-2002)/ Audit Principal (1989-1991)/Manager (1982-1989)

- Established a career as a certified public accountant at Arthur Andersen and KPMG auditing international manufacturing, consumer product and real estate companies.
- Experience covers a wide range of industries and size of clients, with revenues ranging from \$10 million to \$1 billion. Client base included U.S. based corporations and foreign companies that maintain operations in the U.S. Managed client portfolios of over \$3.5 million in 2009.
- Recommended and proposed reliable processes, systems and reporting mechanisms in line with the generally accepted accounting principles for clients to enable them to meet their operating needs and maximize efficiency within the accounting system.
- Co-managed staff of over 30 professionals in the Japanese Practice of KPMG Los Angeles Office. Served as a Performance Management Leader. Mentored managers and staff and conducted performance evaluations for approximately 20 professionals. Led managers in the Practice to develop standard performance review criteria to ensure consistent and timely reviews. Headed recruiting efforts for the Practice.
- Co-founded the Japanese Practice Chapter of "KPMG Network for Women" ("KNOW"), a firm-wide initiative focused on the retention and promotion of women. Coordinated Japanese Practice KNOW programs and events in Los Angeles.
- Served as Sampling Specialist in the Los Angeles office of KPMG. Conducted sampling training courses to partners, managers and staff. Assisted audit teams with the application of sampling methods.
- Successfully led and executed initial year audits of ICOFR (Internal Control Over Financial Reporting) required under Sarbanes-Oxley Accounting Reform & Investor Protection Act. Actively advised clients during their efforts in planning, reviewing, and implementing internal control processes to ensure timely and effective completion. Arranged and sold a project to perform a pre-audit review of certain selected processes to evaluate the client's readiness for ICOFR audit.
- Identified broader client needs and arranged for non-audit services to address their needs. The non-audit services included the following projects :

- Transfer price studies and Advance Pricing Agreements (“APA”) to comply with Internal Revenue Service regulations, to minimize penalty risk and to avert double taxation. One particular APA project resulted in tax savings of over \$20 million by avoiding double taxation.
- Document analysis and preparation for a client in connection with sale of a division to facilitate the purchaser’s due diligence review
- Assessment of need for a new accounting system, and design and implementation of the new system.
- Review of custom duty reporting procedures for compliance with the Department of Treasury rules and regulations
- Process improvement review of book closing procedures. The project resulted in the client reducing its book closing process from 6 weeks to 3 weeks.
- Restructuring of US real estate holdings for Japanese corporations

NON-PROFIT ORGANIZATION EXPERIENCE

Synergy Academies, Los Angeles, CA
Member of Board of Directors

2010 - present

Echo Foundation, Culver City, CA
Treasurer, Member of Board of Trustees

1998 - present

Japan America Society of Southern California, Los Angeles, CA
Treasurer, Member of Board of Directors

1998 - 2010

- Oversees the financial management for Echo Foundation, a private elementary school with an annual operating budget of approximately \$6 million. Analyzes whether the annual tuition and annual giving campaign adequately support its short-term and long-term financial goals.
- Reviews financial records and statements of Echo Foundation for compliance with the generally accepted accounting principles and for the completion of Form 990. Engages the board of trustees about the finances and audits to determine whether the yearly objectives are being met.
- Assisted in developing the 5-year strategic plan for Echo Foundation, which culminated in expansion and renovation of the school facility, and expansion of its programs to Pre-K. Developed long-range financial projection models for the board of trustees in conjunction with the strategic plan.
- Assists with the preparation of the annual budget for Echo Foundation. Assesses the quarterly financials to determine whether the school’s performance is in line with its budget. Monitors the budgeting and implementation to evaluate whether the school’s actual performance is in line with its financial projections.
- Chairs the Echo Foundation’s Tuition Committee. Compares annual tuition with competing schools to examine the level of tuition increase each year necessary to maintain the standards and integrity of the students’ learning environment.
- Served on the faculty development committee and the diversity committee of the board of trustees of Echo Foundation.

- Monitored the book keeping and budget management for Japan America Society of Southern California. Reviewed the annual budget, prepared the cash flow statements and balanced the books.

ACADEMIC CREDENTIALS

UCLA Anderson School of Management, Los Angeles, CA
Master of Business Administration, Finance/Accounting

UCLA , Los Angeles, CA
Master of Arts, Political Science

International Christian University, Tokyo, Japan
Bachelor of Arts, Political Science

PROFESSIONAL AFFILIATIONS

Certified Public Accountant, State of California; Member, AICPA; Member, California Society of Certified Public Accountants; Treasurer/Board of Trustees, Echo Foundation; Life-time Honorary Officer and Past Treasurer/Board of Directors, Japan America Society; Past Treasurer/Board of Directors, Women in Business; and Founder, Japanese Career Women's Network

Viviana O. Escobar

Experience

June 18, 2007- Present The State Bar of California Los Angeles, CA

Complaint Analyst

- Review and analyze complaints filed against attorneys
- Draft letters to attorneys and complaining witnesses addressing allegations presented
- Part of a team that handles calls on the 800 Complaint Hotline

September 2004-April 2006 Los Angeles County Bar Association Los Angeles, CA

Administrative Assistant

- Assisted the Directing Attorney
- Processed applications from attorneys seeking to join the Lawyer Referral and Information Service
- Planned and coordinated meetings with the Advisory Committee

October 2002-September 2003 Los Angeles County Bar Association Los Angeles, CA

Referral Interviewer

- Spoke to over 200 callers on a daily basis and identified the caller's legal need and coordinated appointments with respective attorney's office
- Conducted follow-up interviews with each client referred and maintained a file for each case
- Provided information to callers regarding other legal services provided

June 2000-July 2002 Verboon, Milstein & Peter Santa Monica, CA

Senior Legal Assistant

- Drafted multi-party legal documents
- Assisted office manager in hiring and training new employees
- Maintained calendars and travel arrangements for the Senior and Managing Partners

Education

1994-1998 University of Southern California Los Angeles, CA

Bachelor of Arts in Environmental Studies: Public Policy and Management

Spring 2006 University of California, Los Angeles Extension Los Angeles, CA

Paralegal Certificate in Litigation and Corporations

JO ANN KOPLIN

JoAnn has over 20 years of experience in the field of architecture and design. Most recently, she developed a partnership with TFO Architecture to develop an educational planning division of their firm. For three years prior, JoAnn served as Director of Facilities for the California Charter School Association (CCSA), supporting their members with facility technical assistance and local advocacy. Working closely with the City of Los Angeles building and planning departments as well as the mayor's office, she assists with a training program for architects and engineers and remains an advocate for review and improvement of the process for permitting of charter school projects.

In 2003 she formed Koplin Design Partners, inc., a consulting firm with a focus on charter school facility assistance. As a principal, JoAnn specialized in school facility programming & planning, project management and assistance with State Agency applications for state funding, and project approvals through CDE, DSA, and OPSC with a focus on assisting Charter Schools in the Los Angeles area. From 2000 to 2003, JoAnn worked with the firm of Fields Devereaux Architects & Engineers. Her responsibilities included: Project Management, State Agency Liaison, Community Outreach; and Programming for educational facilities. Prior to her position with Fields, Devereaux, she specializing in medical space planning and residential design. Her firm handled multiple million dollar projects in the west Los Angeles area.

Elected to the Beverly Hills Board of Education in 1993 and re-elected in 1995, JoAnn's training in architecture proved especially useful as she helped provide guidance to a local \$77 million school modernization project, and personally led the district and city staff in their initial assessment of school buildings following the devastating 1994 Northridge earthquake.

She has served on numerous local and state boards and was appointed to Senator Roberti's Select Committee Task Force on Education in 1994, the Division of the State Architects Advisory Board in 2001 and CASH Grant Advocacy Task Force in 2003. Currently, she serves as chair of the Emergency Preparedness committee and co-chair of the Design Excellence committee as a member of the State Architects Advisory Board.

EDUCATION

JoAnn received a BA in Cultural Anthropology with a minor in Fine Art from UC Berkeley and a Masters in Architecture from UCLA

WORK EXPERIENCE

1985-1991

President, Koplin Design, Inc. Beverly Hills, California
Medical Space Planning and Residential Design Services

1993-1997

Member Beverly Hills Board of Education

President of the Board 1995

1998-2000

Community Outreach Consulting-; Los Angeles, California

2000-2003

Associate, Fields Devereaux Architects & Engineers; Los Angeles, California
(Currently: Harley Ellis Devereaux)

k-12 studio Project Manager

2003-2008

Principal, KLDesign Partners

Project manager to Kathy Littman, New Roads Construction 2003-2004

Project manager for Inner City Education Foundation 2004-2005

Full time consultant to the California Charter Schools Association from 2005 to 2008

Partner, TFO Architecture, 2009 to present

AFFILIATIONS

- Division of the State Architect Advisory Board (DSAAB); chair- Emergency Preparedness Committee; co-chair- Excellence Committee, member policies & procedures committee and Green Action committee 2001 to present
- Coalition for Adequate School Housing (CASH); Grant Advocacy Task Force; presenter- annual conference 2002, 2003, 2004, 2005
- California Charter School Association (CCSA); presenter-annual conference 2002, 2003, 2004, 2005, 2006, 2007, 2008 Technical Assistance and training- ongoing
- California School Board Association (CSBA); legislative action committee 1994-1997 (Annual conference presenter 2006)
- New Orleans public schools- consultant to Louisiana Superintendent of Schools
- National Charter Schools Association Annual conference- presentation accepted for 2008 conference in New Orleans
- Coalition of Educational Facility Planners International (CEFPI)
- City of Los Angeles partnership for E-1 Occupancy training classes
- Red Cross; Certified Earthquake Instructor
- Disaster Communication Systems (DCS); FCC licensed ham radio operator
- New Schools Better Neighborhoods (NSBN); community outreach

SELECTED PROJECT EXPERIENCE

Educational - Public Schools

Shea Homes, Thousand Oaks, California (2003)

RiverPark Development, Oxnard, California

- Project Management, New Construction
- Three new schools for Rio School District
- DSA & CDE Site & Plan Approval
- OPSC Funding Applications

Compton Unified School District, Compton, California

- Master Planning- Completed in 2000
- Implementation of Master Plan- Community Outreach

Inglewood High School, Inglewood California (2001)

- Project Management
- Master Plan for an existing campus
- New Construction & Modernization

Cahuenga Elementary School, LAUSD, Los Angeles, California (2001-02)

- Programming
- CHPS certification
- New Construction- 800 students

*View Park Preparatory Charter School, Los Angeles, California

- Project Management (2003)
- Master Planning for a new Middle/ High School campus (2004)
- Agency Approvals
- Applications for funding
- New Construction-800 Students
- Estimated Project Cost- Phase I 2M

Palisades Charter School, Pacific Palisades, California

- Planning Study

New West Charter, Los Angeles, California

- Site Studies
- Adaptive Reuse of an existing warehouse
- Plan Approval

***City Life Downtown Charter, Los Angeles, California**

- Site Studies
- Programming & Fundraising
- Adaptive Reuse of an existing office building
- Plan Approval (2 projects)

***Kipp Charter School, Los Angeles, California**

- Misc. Site Studies
- Project Management

***Calif. Academy Liberal Studies, LAUSD Charter, Los Angeles, California**

- Design & Project Management
- 6,000 sq ft Adaptive Reuse
- Plan Approval (2 projects)

***Academia Semillas del Pueblo, LAUSD Charter School, Los Angeles, CA**

- Strategic Planning
- State Funding Applications
- Site Studies
- Project Management

***Chime Charter School**

- Master Planning
- State Funding Applications
- Feasibility Studies
- Project Management

CCSA Technical Assistance- Charter Schools (2005-2008)

Academia Avance- Los Angeles
 CHAMPS- Van Nuys
 City Life- Los Angeles
 Envision- San Francisco
 Garbriella- Los Angeles
 James Jordan Middle School- Chatsworth
 King Chavez- San Diego
 KIPP- Los Angeles
 LA International- Eagle Rock
 Multi-Cultural Learning Center- Northridge
 North Oakland Charter- Oakland
 SAGE- Ventura
 Albert Einstein Charter- San Diego
 SOAR- Oakland
 Stella- Los Angeles
 West Angeles Charter- Los Angeles
 Magnolia Charter- Los Angeles
 Lighthouse Charter- Oakland
 Manzanita Charter MS- Richmond
 Los Felis Charter- Los Angeles

Oakland Military Academy- Oakland
Full Circle Learning- Los Angeles
Design High School- Los Angeles
Rocklin Academy- Sacramento

References:

Para Los Ninos
Contact: Bob Karcher: bkarcher@paralosninos.org

CHAMPS
Contact: Teri Riggs: champs@prodigy.net

New Millenium Secondary School
Contact: Tony Kline: tkline@newmillenniumschool.org

Leadership Schools
Contact: Soo Zee Park: spark@leadps.org

Ana R. Ordoñez

Skill Summary	Skilled Operations Supervisor with thorough knowledge of credit union operations. Highly organized and detail-focused in deadline-oriented environments with exceptional managerial skills.	
Experience	Federal Employees West FCU, Los Angeles, CA	<i>July 2002-current</i>
July 1998-current	Operations Supervisor <ul style="list-style-type: none"> • Supervise 3 employees and total credit union operations for with a total of \$12 million in assets and represents management during absences. • Perform branch employee evaluations, schedule continued education and training. • Manage all daily branch operations, including opening and closing of branch, implementing and maintaining policies and procedures, ensuring compliance with federal banking regulations, member contact and conflict resolution, and overdraft authorization. • Skilled in all aspects of recording transactions, posting debits and credits and reconciling corporate accounts, ensuring accuracy and completeness of data. • Responsible for the implementation of a new core data processing conversion, identified and corrected errors in programming. • Perform end of month and end of year processing and balancing. • Automated ClearingHouse (ACH), ATM and share draft processing. • Develop and manage a wide range of marketing tools, including promotional materials, direct-mail pieces, and Web site content. 	
	Member Service Representative <ul style="list-style-type: none"> • Account set-up and management for multiple accounts. • Kept and handled ATM cards and check orders, adjustments and other changes. • Cash management, disbursement and filing credit union records and deposits. • Prepared account balances for daily general ledger posting. • Cross-sell credit union services and products to members. • Handle CD's (Certificate of Deposits), IRA (Individual Retirement Accounts) and loan delinquency. 	<i>July 1998-July 2002</i>
Jan. 1998-Nov. 1998	Bank of America, Los Angeles, CA Bank Teller <ul style="list-style-type: none"> • Cash management, disbursement and filing bank records and deposits. • Heavy cross-selling of banking services and products to clientele. • Worked with customers on a daily basis, meeting their banking needs and either answering or referring their financial questions to the appropriate supervisory individuals. • Maintained and balanced a cash drawer daily. • Used 10 key to process monetary transactions. 	
Education	Western CUNA Management School, Pomona, CA Diploma Metropolitan Skills Center, Los Angeles, CA Banking Certificates	<i>2003-2005</i> <i>1995-1996</i>

Jenny M. Pena, SPHR

MBA, Information Systems Concentration, Texas A&M University, 1998

BA, Communications, Legal Institutions, Economics, and Government, American University, 1995

Obtained Senior Professional Human Resources (SPHR) designation in Spring 2008

October 2006 – Current: Sr. Regional Human Resources Manager. ARINC – Oversee the employee relations, staffing, security and facilities throughout the Western region for over 400 employees in 30 locations. Manage a staff of 7 employees and an operational and personnel procurement budget of over \$600,000. Coach management and executive staff on employee productivity, employee relations, and staffing. Provide compliance expertise to management and executives on local, state, federal laws and regulations, including those mandated for federal contractors. Oversee the employee relations for a 100 person, 24x7 Union facility. Develop, implement and maintain all staffing and turnover analytics for the corporate Human Resources department. Created and currently piloting the company's first workforce planning tool combining historical data with business development pipelines to accurately forecast hiring goals and critical skill shortages. Own the corporate survey process for creating, scrutinizing, and delivering internal and external surveys.

- Successfully managed the aggressive 6 week programming project converting the company's workforce planning tool from Excel to Access
- Increased the region's responsiveness and customer service skills, decreasing complaints to 0, by focusing on better processes and clarifying the priorities of the team
- Operated at or under budget every year, including recent decreases of operational budgets by 10%
- Nationwide, reduced overdue requisitions by 80% by developing measurements of recruiter workloads and requisition status
- Performed over 100 employee relations investigations with less than 3% requiring elevation to legal intervention
- Was key personnel in the first H1N1 facility outbreak with no facility shutdown and 0 additional diagnoses

July 2004 – September 2006: Southeastern Regional Generalist/Sr. Recruiter. ARINC - In addition to all recruiting, interviewing, and offer negotiation for senior level positions throughout the Southeastern Region, trained, mentored, and supervised two additional regional recruiters and the Staffing Administrative Assistant. As a Generalist, supported a region of 500-600 employees assisting in *employee relations, internal transfers, promotions, and salary adjustment policies and procedures*. Made recommendations on salary administration. Reviewed salary offers for internal equity and compliance with federal EEO requirements. Trained managers on corporate initiatives such as Employee Appraisals, EEO Compliance, and Professional Work Environment policies.

- Nominated for Corporate Team Award for implementing a profitable and competitive international compensation package
- Awarded annual ARINC Women in Leadership Award for coordination of the annual leadership training event

August 1999 - June 2004: Southeastern Regional Recruiter, ARINC - Sourced, interviewed, and negotiated offers for all administrative, college and professional recruiting in 32 offices throughout the Southeastern Region. Advised management on ways to increase their pipeline of candidates and new ideas for recruiting sources. Coached and trained managers on interviewing techniques via one on one and classroom training. Mentored new recruiters in sourcing, screening and management techniques. Managed New Employee Orientation and inprocessing for all new employees in the region.

- Decreased offer approval cycle from 2 weeks to 2 days by educating managers and key approvers about the offer process and providing electronic approval options
- Hired 1.5-2X more headcount than annual projections with no increase in hiring manager dissatisfaction or additional budget by utilizing effective communication

June 1998 - August 1999: Implementation Consultant, The Summit Group (now CIBER) - Provided implementation support to Lawson software clients. Developed reports, modified COBOL code, and provided guidance to clients in implementing Lawson to satisfy their necessary processes.

- Provided consistent, on time completion of programming and technical documentation tasks
- As the first consultant trained in Lawson installation I installed several dozen solo installations at the client site

TIFFANY SANDERS

EDUCATION

1998 – 2002 University of Southern California Los Angeles, CA
Bachelor of Arts in Political Science

STRENGTHS

Excellent communication, marketing, client service, computer, analytical, and interpersonal skills. Detail-oriented, organized, highly motivated, proactive and able to multi-task in a fast-paced environment. Knowledgeable in Microsoft Office 2000 & 2007 (Word, Excel, PowerPoint, Access, Outlook), Adobe Acrobat, Baseline, Vestek, PEP, Mobius, Databases including: Cosmos, FIN, Protrak, ONYX and trading systems including: Mates, Access, Faceset Passport & Security APL

EMPLOYMENT

3/2006 – Present Nuveen Investment Management Company Century City, CA

Assistant Vice President, Investment Specialist, 1-10 – Present

- ♦ Serve as a specialist to the sales and market department with client meetings and conference calls
- ♦ Monitor and discuss portfolio holdings daily with the portfolio analysis team
- ♦ Provide specialized analysis and details for clients regarding their portfolios
- ♦ Direct communication with analysts for in-depth understanding of stock price movements
- ♦ Respond directly to internal and external questions regarding portfolio positioning and holdings

Internal Investment Specialist, 10/08 – 1/10

- ♦ Served as liaison between sales and portfolio management at the affiliate level
- ♦ Supported IAC and AC interaction with advisor clients holding the specific products
- ♦ Provided timely communication and portfolio information via conference calls and commentary to sales team and clients
- ♦ Assisted in reviewing client accounts, portfolio updates and individual stock/bond rationales.

Internal Advisor Consultant, 1/08 – 10/08

- ♦ Partnered with FA's to understand and grow their business; share expertise, knowledge and best practices as it relates to FA's business model
- ♦ Participated in client and prospect-related meetings, and conference calls to educate and provide information on financial concepts
- ♦ Developed and maintained relationships with FA's, branch office managers, sales managers, appropriate regional, divisional directors/specialist and associated technical analysts
- ♦ Partnered with Advisor Consultant partner to capitalize on qualified Advisor leads while providing territory specific information to initiate call campaigns

11/2002 – 3/2006 NWQ Investment Management Company Century City, CA

Private Client Marketing Associate, 5/05 - Present

- ♦ Responsible for reviewing and updating marketing information for quality control
- ♦ Liaison to Nuveen's sales group for portfolio commentary, attribution, and portfolio updates
- ♦ Screened and coordinated various meetings and conference calls for due diligence and client meetings
- ♦ Answered investment, trading, and marketing related questions pertaining to NWQ's & Tradewinds' portfolios
- ♦ Responded to administrative problems and operational issues
- ♦ Provided a working knowledge of current marketing materials in order to discuss with or recommend to advisors
- ♦ Assisted with appropriate presentation materials for various meetings
- ♦

Managed Accounts Coordinator, 11/03 – 5/05

- ♦ Facilitated and assisted with four multi-billion dollar product closures for the firm
- ♦ Oversaw and trained nine managed account and temporary staff members
- ♦ Updated and maintained various trading records and databases on a daily basis
- ♦ Supported trading department with general account maintenance
- ♦ Ensured timely confirmation between relevant parties for all trade executions and settlements

8/00 – 8/02 USC Office of Residential and Greek Life Los Angeles, CA

Lead Summer Resident Advisor, 2/02 – 8/02

- ♦ Directed and advised approximately fifty to eighty students in a para-professional capacity
- ♦ Supervised and assisted summer residential advisors
- ♦ Programmed and coordinated Spring and Fall 2002 Residential Advisor Training
- ♦ Planned and advertised educational, social, and recreational events

Resident Advisor, 8/00 – 5/02

- ♦ Guided thirty-one incoming university students in a para-professional capacity
- ♦ Developed and promoted educational, social, and recreational events
- ♦ Performed administrative tasks

VOLUNTEER EXPERIENCE

-
- Board President/Member, Synergy Charter Academies (2005-present)
 - Volunteer, Break The Cycle (2004-2006)
 - School Site/Budget Director/Mentor, USC Women and Youth Supporting Each Other (1999-2002)
 - Hostess to the University, USC Helenes (2000-2002)
 - Co-Founder/Hospitality/Budget Director, USC STAND (2001-2002)

Laurie Selik

Professional Experience

Snapshot Nation, Los Angeles, CA

February 2010 - Present

Executive Director – Manage Snapshot Nation’s development and growth with immediate focus on strategic planning, creating a long-term funding base, securing short-term funding and creating institutional partnerships.

American Public Media / *Marketplace*, Los Angeles, CA

July 1999 – February 2010

Senior Development Officer – Cultivated relationships with national and regional private foundations, achieving \$1.6 million in support for *Marketplace* and other programs in fiscal year 2010. Developed grant proposals for the array of *Marketplace*’s reporting desks working with government agencies (the National Endowment for the Arts and the Corporation for Public Broadcasting) and private foundations such as the Henry R. Luce Foundation, Bill and Melinda Gates Foundation, the Tides Foundation, and the Kauffman Foundation.

Managing Producer – Led overall administrative management of *Weekend America* including funding, station relations, marketing and publicity plans, business plan development, budget management, community outreach, and recruitment resulting in program and station carriage growth. Developed grant proposal to the Corporation for Public Broadcasting resulting in multi-year funding of over \$5 million that launched *Weekend America*.

New Program Development – Created APM’s new program submissions review and management system, establishing an organized process for review of new program proposals. Re-invigorated foundation support for *Marketplace* with early grants from the Pew Charitable Trust, the Work and Family Foundation, the David and Lucile Packard Foundation, raising over \$7 million over 3 years. Established editorial relationships with *The Economist*, *The Financial Times*, Reuters, Yahoo!, Theglobalist.org and Audible.com, providing *Marketplace* with valuable new content resources. Produced three public radio program pilots contributing to APM’s exploration of new program choices.

Related Experience

U.S. Cong. Henry Waxman, Los Angeles, CA, District Representative – Negotiated successfully with many Federal agencies including the INS, U.S. Embassies, the U.S. Postal Service on behalf of district constituents and, after the Northridge earthquake, effectively worked with FEMA and the Small Business Administration to acquire housing stipends, loans and other support for earthquake victims.

Leo Burnett, U.S.A., Chicago, IL, Media Supervisor – Developed consumer media plan recommendations and executed national media buys supporting advertising strategies of multi-national clients including Procter & Gamble, Kraft Foods, M&M/MARS, RCA.

Laurie Selik – Page Two

Professional and Civic Affiliations

- **Synergy Charter Academies** – Current board member for California's 2008 Charter School of the Year serving South Los Angeles.
- **Virginia Avenue Project** – Current board member for successful after-school program using the theater arts to inspire children.
- **Association for Independents in Radio** – Serving on the Development committee.
- **University of Southern California Alumni Association.**
- **Ulan Bator Foundation** – Communications volunteer for organization that brings medical expertise and medicine to Mongolia.
- **Big Sunday** – Annual volunteer for Los Angeles community service group.

Education

The University of Southern California, Los Angeles, CA. Masters in Professional Writing.
Michigan State University, East Lansing, MI. B.A. in Communications/Advertising.

Jared B. Sopko, LEED AP

Education:

Pennsylvania State University: Bachelor of Architecture
University Park, PA
September 1998 – May 2003

Employment:

Global Inheritance: Project Manager: *Director of Alternative Energy Projects, Project Development and Activation*
1855 Industrial Street, Suite 613, Los Angeles, CA 90021
October 2009 – Present

Sunset Doheny Homes Association: *General Manager and Architectural Consultant*
P.O. Box 69702, Los Angeles, CA 90069
July 2009 – Present

Osborn Architects: Job Captain: *Design and Construction Administration*
320 E. Harvard Street, Glendale, CA 91205
March 3, 2004 – October 2, 2009

Site Envirodesign: Staten Island 9-11 Memorial Competition: *Rendering Preparation*
New York, NY – State College, PA
April 2003

Design Alliance Architects: *Architecture Intern*
2400 Henry W. Oliver Building, 535 Smithfield Street, Pittsburgh, PA 15222
Winter 2000, May 2001 – August 2001

Volunteer Associations and Affiliations:

Synergy Charter Schools: Board of Directors: *Secretary*
September 2008 - Present
Beta Theta Pi: UCLA: Alumni Advisory Board: *Recruitment Advisor*
May 2004 – November 2004

Awards and Recognition:

Architects' Newspaper 2008: Measure R Bond Design Competition: *Mag Luv*
Green Dot Awards 2008: LAUSD Central Region Elementary School #22
AIA Pasadena Foothill Design Awards 2006: Northview Gymnasium
AIA Pasadena Foothill Design Awards 2005: Neighborhood Legal Services
John Steward Memorial Design Competition 2002: Honorable Mention

Published Projects:

Prius Energy Playground: Planet Green, Ecoist, and misc. blogs.
Environmentaland: Fuel TV, Daily Bruin, Pepperdine TV News, LA Green Guy, Misc. other blogs.
Measure R Bond: Mag Luv: Architect's Newspaper
LAUSD Central Region Elementary School #22: Architecture Magazine.
Duarte Unified School District: Northview Gym: Architect's Newspaper

Ashwin R. Vasavada

Employment

- Deputy Project Scientist, Jet Propulsion Laboratory, Caltech** **2004-present**
 Research scientist in the Geophysics and Planetary Geosciences group. Deputy Project Scientist for the \$2-billion Mars Science Laboratory project.
- W. W. Rubey Faculty Fellow: University of California, Los Angeles** **2002-2004**
 Adjunct Assistant Professor of Planetary Science in the Department of Earth and Space Sciences. Taught undergraduate courses on planetary physics, Mars, and science policy.
- AAAS Science and Technology Policy Fellow: U.S. Congress** **2001-2002**
 Worked as a legislative aide to Rep. Vernon J. Ehlers on policy issues such as the Federal R&D budget, environment, energy, and science education.

Education

- Ph.D., Planetary Science, California Institute of Technology** **1998**
Thesis: I. The Thermal Environment of Polar Ice Deposits on Mercury and the Moon. II. Jovian Atmospheric Dynamics from Galileo Images
 Advisor: Prof. Andrew P. Ingersoll Minor: Electrical Engineering
- B. S., Geophysics and Space Physics, University of California, Los Angeles** **1992**

Research Interests

- Mars' surface properties, climate history, and polar processes
- Giant-planet atmospheric dynamics, lightning, and aurora
- Stability and distribution of polar ice on Mercury and the Moon
- Science policy, science education, and global change
- Co-authored 42 peer-reviewed scientific publications

Professional Affiliations

- American Geophysical Union
- American Association for the Advancement of Science

Public Outreach and Service

- Board Member: Synergy Academies (2010-present)
- Board Member: Evergreen Baptist Church of Los Angeles (2008-present)
- Extensive public outreach involvement for NASA spacecraft missions including Galileo, Cassini, Mars Polar Lander, and Mars Science Laboratory. Includes preparation of public and educational data products, web site content, television interviews.
- NASA/JPL Educator's Workshops and Challenger Learning Centers teacher training workshops.
- California State Science Fair Judge and Panel Chair (1996-present)



David M. Woollard

RESEARCH INTERESTS High Performance Scientific Computing, Code Reuse and Reengineering, Process and Workflow Management, Software Engineering, Software Architecture, Distributed and Cluster Computing Platforms, Large-Scale Distributed Systems, User Interface Design, Data modeling, Data-Intensive Systems

EDUCATION **University of Southern California, Los Angeles, CA USA**

Ph.D., Computer Science, 2010

- Dissertation: "Domain Specific Software Architecture for Large-scale Scientific Software"
- Advisor: Nenad Medvidovic

M.S., Computer Science, 2006

- Thesis Title: "Reducing Delivery and Load Balancing Costs in High Performance Computing: A Software Engineering Approach"
- Advisor: Nenad Medvidovic

B.S., Computer Engineering and Computer Science, 2003

PROFESSIONAL EXPERIENCE **Data Management Systems and Technologies Group, NASA Jet Propulsion Laboratory, Pasadena, CA 91109**

Systems Engineer

October 2009 - Present

Senior Software Engineer (Engineer III)

October 2009 - Present

Cognizant Design Engineer

September 2007 - Present

Staff Software Engineer

September 2007 - September 2009

Associate Software Engineer

July 2006 - August 2007

Held the positions of Lead Developer, Cognizant Engineer and Systems Engineer for a number of different Earth science projects and missions, including the Orbiting Carbon Observatory, a NASA Pathfinder satellite mapping global carbon dioxide sources and sinks, NPP Sounder PEATE, a science team investigating the climate quality of readings from the next generation of national weather satellites, and the Airborne Cloud Computing Environment, a research project that aims to utilize cloud computing technologies to support airborne scientific research.

Additionally, co-investigator for the Climate Data eXchange, a data grid project linking repositories of scientific observations to climate research scientists around the country as part of the Earth Systems Grid. A lead developer for OODT, a data and computational grid middleware used by NASA, NIH, and dozens of academic institutions, and recently accepted as an Apache Software Foundation podling.

Laboratory for Neural Dynamics, University of Southern California, Los Angeles, CA

Research Assistant

May 2003 - August 2005

Designed and built a 256 node Linux-based computational cluster for the Laboratory. Lead design

engineer and software architect for high-performance software systems including research platforms for the Dynamic Synapse Neural Network and other neural simulations. Experience with middleware development, large-scale distributed, event-driven software, and software engineering management.

Engineering Writing Program, University of Southern California, Los Angeles, CA

Administrative Assistant

July 2003 - August 2005

Served as point of contact for faculty on all technical issues related to teaching Engineering Writing courses. Designed, administered, and analyzed student surveys both quantitatively and qualitatively. Wrote and prepared various documents for the Director of the Program, including assisting the Director in the ABET departmental review process and writing grant applications.

**HONORS AND
AWARDS**

NASA Team Award, Orbiting Carbon Observatory (OCO), 2009.

NASA New Technology Report (NTR) 46185, "A Generic, Extensible, Configurable Push Pull Framework for Large Scale Science Missions," 2009.

NASA Earth Science Data Systems (ESDS) Software Reuse Working Group Peer-Recognition Software Reuse Award, for "reuse of heritage software including MODAPS, SeaWiFS ODPS, OMIDAPS, and AIRS software able to provide quantifiable reductions in the level of effort, schedule, and risk in developing systems for the NPP Science Data Segment," 2009.

NASA New Technology Report (NTR) 47160, "A Framework for Rapidly Integrating Science Data Processing Algorithms into Process Control Systems," 2009.

NASA Space Act Award, for NTR NPO-44883, "Refining and Improving the OODT Catalog and Archive Service via Agile Component Refactoring," 2008.

NASA Team Bonus Award, Orbiting Carbon Observatory (OCO), 2008.

NASA Earth Science Data Systems (ESDS) Software Reuse Working Group Peer-Recognition Software Reuse Award, for "work on the Object-Oriented Data Technology (OODT) Catalog and Archive Service (CAS) that benefited two NASA Missions," 2008.

NASA New Technology Report (NTR) 44883, "Refining and Improving the OODT Catalog and Archive Service via Agile Component Refactoring," 2007.

Dean's Award for Academic Achievement, Viterbi School of Engineering, May 2003

Intel Undergraduate Research Award, Intel Corporation, 2002

Presidential Scholar, University of Southern California, 1999-2003

**ACADEMIC
EXPERIENCE**

University of Southern California, Los Angeles, California USA

Graduate Student

August 2003 - present

Includes current Ph.D. research, Ph.D. and Masters level coursework and research projects. Active participant in proposal writing to funding agencies such as NSF, DOD and the NIH.

Teaching Assistant

Fall 2005 - Present

TA for graduate level courses on Software Architectures and User Interface Development. TA for an undergraduate courses in Operating Systems development, and Java with an emphasis of user interface development. Shared responsibility for lectures, exams, homework assignments, and grades.

- CSCI 105: Introduction to Java (now User Interface Design and Implementation), Fall 2005
- CSCI 578: Software Architectures, Spring 2006, Spring 2009, Spring 2010
- CSCI 588: Specification and Design for User Interface Software, Fall 2006
- CSCI 402: Operating Systems, Fall 2009

Refereed Journals

1. D. Woollard, N. Medvidovic, Y. Gil, and C. Mattmann. Scientific Software as Workflows: From Discovery to Distribution. Accepted to *IEEE Software - Special Issue on Developing Scientific Software*, 2008.

Refereed Conferences and Workshops

1. D. Woollard, C. Mattmann, D. Popescu, and N. Medvidovic. KADRE: Domain-Specific Architectural Recovery For Scientific Software Systems. In *Proceedings of the 25th IEEE/ACM International Conference on Automated Software Engineering*, Antwerp, Belgium, September 2010.
2. D. Woollard, C. Mattmann, A. Braverman, R. Raskin, and D. Crichton. Enabling Climate Scientists to Access Observational Data. In *Proceedings of the Forward 2009 Workshop on Software Research and Climate Change*, Orlando, Florida, October 2009.
3. C. Mattmann, D. Freeborn, D. Crichton, B. Foster, A. Hart, D. Woollard, S. Hardman, P. Ramirez, S. Kelly, A. Chang, and C. Miller. A Reusable Process Control System Framework for the Orbiting Carbon Observatory and NPP Sounder PEATE Missions. *Proceedings of the IEEE Conference on Space Mission Challenges for Information Technology*, Pasadena, CA, July 2009.
4. D. Woollard, C. Mattmann, N. Medvidovic. Injecting Software Architectural Constraints into Legacy Scientific Applications. *Proceedings of the ICSE 2009 Workshop on Software Engineering for Computational Science and Engineering*, Vancouver, Canada, May 23, 2009.
5. D. Woollard, O. Kwoun, T. Bicknell, R. West, K. Leung. A Science Data System Approach For The SMAP Mission. *Proceedings of the 2009 IEEE Radar Conference*, Pasadena, CA, May 2009.
6. D. Woollard, D. Freeborn, E. Kay-Im, S. LaVoie. Case Studies in Science Data Systems: Meeting Software Challenges in Competitive Environments. *Proceedings of the 10th International Conference on Space Operations (SpaceOps-2008)*, AIAA press, Heidelberg, Germany, May 2008.
7. C. Mattmann, D. Woollard, N. Medvidovic. Exploiting Connector Knowledge to Efficiently Disseminate Highly Voluminous Data Sets. *Proceedings of the ICSE 2008 Workshop on SHaring and Reusing architectural Knowledge - SHARK 2008*, Leipzig, Germany, May, 2008.
8. C. Mattmann, D. Woollard, N. Medvidovic and R. Mahjourian. Software Connector Classification and Selection for Data-intensive Systems. *Proceedings of the ICSE 2007 Workshop on Incorporating COTS Software into Software Systems: Tools and Techniques (IWICSS)*, Minneapolis, MN, May 22, 2007.
9. D. Woollard and N. Medvidovic. High Performance Software Architectures: A Connector-Oriented Approach. *Proceedings of the Institute for Software Research Graduate Research Symposium*, Irvine, California, June, 2006.
10. D. Woollard and N. Medvidovic. An Architectural Style for High-Performance Asymmetrical Parallel Computations. *Proceedings of the International Conference of Software Engineering (ICSE 2006)*, Shanghai, China, May, 2006.
11. D. Woollard, N. Medvidovic, W. Yamada, and T. Berger. ADaPT: An Event-Passing Protocol for Reducing Delivery Costs in Scatter-Gather Parallel Processes. *Proceedings of the Workshop for Patterns in High Performance Computing*, Urbana, Illinois, May, 2005.
12. D. Woollard, W. Yamada, and T. Berger. Software Engineering for Neural Dynamics: A Case Study. *Proceedings of the First International Workshop on Software Engineering for High Performance Computing System Applications*, Edinburgh, Scotland, May, 2004.

Technical and Non-Refereed Reports

1. C. Mattmann, D. Freeborn, D. Crichton, J. S. Hughes, P. Ramirez, S. Hardman, D. Woollard, and S. Kelly. Transformation of OODT CAS To Perform Larger Tasks. *NASA Tech Briefs*, to appear, 2007.
2. D. Woollard, C. Mattmann, M. Smyth, D. Freeborn, S. LaVoie, E. Kay-Im. Meeting the Challenges of Competitive Science Data Systems: An Approach Whitepaper. JPL Internal. March, 2007.
3. D. Woollard, C. Mattmann, and N. Medvidovic. Injecting Software Architectural Constraints into Legacy Scientific Applications. USC Center for Software Engineering Technical Report, USC-CSE-2007-701, January 2007.
4. X. Yan, D. Woollard, W. Yamada, and T. Berger. Programming With PS.LINDA: An Experience Report. University of Southern California Laboratory for Neural Dynamics Technical Report. August, 2004.

Qualifying Examination Report

1. D. Woollard. Supporting Scientific Workflows Through First-Class Connectors. Qualifying Examination Report, University of Southern California, May, 2007.

Master's Thesis

1. D. Woollard. Reducing Delivery and Load Balancing Costs in High Performance Computing: A Software Engineering Approach. Master's Thesis, University of Southern California, August 2006.

RESEARCH GRANTS Awarded

1. JPL "Raise the Bar" Fund
"A New Methodology for Development and Integration of Science Algorithms in SDS Infrastructure"
Duration: FY2008
Role: Principal Investigator
Amount: 25K
Status: Funded
2. JPL Research Technology and Development
"The Climate Data Exchange: A Distributed Science Analysis Environment for Climate Research"
Duration: FY2009
Role: Co-Investigator
Amount: 375K
PI(s): Amy Braverman, Jet Propulsion Laboratory
Status: Funded

POSTERS AND FORMAL PRESENTATIONS

1. *SWSA: Domain-Specific Software Architecture for Workflow-Based Science Data Systems*. D. Woollard and N. Medvidovic. To be presented at the USC Center for Software and Systems Engineering Annual Research Review, March 9th, 2010.
2. *SWSA: Domain-Specific Software Architecture for Workflow-Based Science Data Systems*. D. Woollard and N. Medvidovic. To be presented at the 2010 Ground System Architectures Workshop Plenary Session, Los Angeles, California, March 2, 2010.

3. *Faithful Implementation, Architecture and Design Patterns (and Frameworks)*. D. Woollard. Guest lecture, USC CSCI577b: Software Engineering II, Los Angeles, California, February 22, 2010.
4. *Architecture, Design Patterns and Faithful Implementation*. D. Woollard. Guest lecture, USC CSCI577b: Software Engineering II, Los Angeles, California, February 3, 2010.
5. *Injecting Software Architectural Constraints into Legacy Scientific Applications*. D. Woollard, C. Mattmann, N. Medvidovic. Presented at the ICSE 2009 Workshop on Software Engineering for Computational Science and Engineering, Vancouver, Canada, May 23, 2009.
6. *An Adaptable Framework for Modeling, Processing, Distribution and Analysis of Science Data*. D. Freeborn, D. Woollard, C. Mattmann, S. Hardman, D. Crichton, P. Ramirez. Presented at the 2009 IEEE Radar Conference, Pasadena, CA, May 2009.
7. *A Science Data System Approach For The SMAP Mission*. D. Woollard, O. Kwoun, T. Bicknell, R. West, K. Leung. Presented at the 2009 IEEE Radar Conference, Pasadena, CA, May 2009.
8. *Science Data System Architecture: Integrating Modeling Capabilities in a Production Environment to Further Forecasting and Decision Support*. D. Woollard, D. Freeborn, D. Crichton, C. Norton, and E. Kay-Im. Presented at the 2009 IEEE Radar Conference, Pasadena, CA, May 2009.
9. *Workflow Orchestration: Conducting Science Efficiently on the Grid*. D. Woollard. Presented at the USC Center for Software and Systems Engineering Annual Research Review, March 17th, 2009.
10. *NPOESS Preparatory Project Sounder PEATE Critical Design Review*. S. Friedman, R. Monarrez, D. Woollard, E. Maning. September 23, 2008.
11. *Supporting Science Through Workflows: Infrastructure, Architecture and Modeling*. D. Woollard. Presented at the USC Center for Software and Systems Engineering Annual Research Review, March 18th, 2008.
12. *Science Data System Architecture: Integrating Modeling Capabilities in a Production Environment to Further Forecasting and Decision Support*. D. Woollard, D. Freeborn, D. Crichton, C. Norton, and E. Kay-Im. Presented at NRC Decadal Study DESDynI Science Workshop, July 17-19, 2007.
13. *NPOESS Preparatory Project Sounder PEATE Preliminary Design Review*. S. Friedman, R. Ando, D. Woollard, E. Maning. June 19, 2007.
14. *Software Connector Classification and Selection for Data-intensive Systems*. C. Mattmann, D. Woollard, N. Medvidovic and R. Mahjourian. Presented at the ICSE 2007 Workshop on Incorporating COTS Software into Software Systems: Tools and Techniques (IWICSS), Minneapolis, Minnesota. May 22, 2007.
15. *GUI Building - Tools, Languages, and Architectures*. D. Woollard. Guest lecture, USC CSCI588: Specification and Design for User Interface Software, Los Angeles, California, November 14, 2006.
16. *Code Reuse in Workflows Via Software Architectural Wrappers*. D. Woollard. Invited Talk, Instruments Software and Science Data Systems Section, Jet Propulsion Laboratory, Pasadena, California, November 6, 2006.
17. *Endowing Legacy Applications with Software Architectural Capabilities*. D. Woollard and N. Medvidovic. Invited talk presented as part of the Computer Science Division Colloquium, Information Sciences Institute, Marina del Rey, California, October 30, 2006.
18. *High Performance Software Architectures: A Connector-Oriented Approach*. D. Woollard and N. Medvidovic. Presented at the 2006 UC Irvine ISR Research Forum, Irvine, California, June 2, 2006.

19. *An Architectural Style for High-Performance Asymmetrical Parallel Computations*. D. Woollard and N. Medvidovic. Presented at the 2006 UC Irvine ISR Research Forum, Irvine, California, June 2, 2006.
20. *An Architectural Style for High-Performance Asymmetrical Parallel Computations*. D. Woollard and N. Medvidovic. Presented at the 28th ACM/ IEEE International Conference on Software Engineering (ICSE) Emerging Results Track. May 24th, Shanghai, China, 2006.
21. *Teaching and Learning Through the Prism of Mentoring*. M. Jackson, D. Mihram, S. Bucher and D. Woollard. Presented at the Western Association of Schools and Colleges, San Diego, California, June 7, 2005.
22. *Exploiting Event Patterns to Reduce Delivery Costs in Scatter-Gather Parallel Processes*. D. Woollard, N. Medvidovic, and T. Berger. Presented at the 2005 UC Irvine ISR Research Forum, Irvine, California, June 3, 2005.
23. *Towards Large-scale Hippocampal Network Simulations*. D. Woollard, W. Yamada, and T. Berger. Presented at the National Science Foundation Engineering Research Center for Biomimetic Microelectronic Devices Annual Review, Los Angeles, California, May 26, 2005.
24. *ADaPT: An Event-Passing Protocol for Reducing Delivery Costs in Scatter-Gather Parallel Processes*. D. Woollard, N. Medvidovic, W. Yamada, and T. Berger. Presented at the Proceedings of the Workshop for Patterns in High Performance Computing, Urbana, Illinois. May 6, 2005.
25. *Software Engineering for Neural Dynamics: A Case Study*. D. Woollard, W. Yamada, and T. Berger. Presented at the First International Workshop on Software Engineering for High Performance Computing System Applications, Edinburgh, Scotland, May 24, 2004.

MENTORING

Project:Possibility Semester Project

Team Leader - SunSPOT Development Team, Spring 2008

Mentored a team of undergraduate and master's students developing open-source software for disabled persons utilizing the mobile sensor platform SunSPOT. Taught software development life cycle and team-based software development.

Sponsored by: Project:Possibility and Sun Microsystems.

University of Southern California - Undergraduate Directed Research

Advisor, Spring 2008

Advised a senior undergraduate computer science student during a semester of directed research. Responsible for project formulation, scheduling, solicitation of progress reports, etc.

Engineering Writing Program Mentoring Program

Program Manager, Spring 2005 - Spring 2006

Mentored a class of undergraduate engineering students during the Spring 2005, Fall 2006 and Spring 2006 semesters. Managed 20+ graduate students and practicing engineers who mentored more than 300 undergraduate students.

Sponsored by: Mellon Foundation Academic Mentoring Program.

PROFESSIONAL SERVICE

Conference and Workshop Organization

1. PC Member, UCI Institute for Software Research Graduate Student Symposium, 2008.
2. Webmaster, 34th EUROMICRO SEAA, SAPS Special Session, 2008.
3. PC Member, UCI Institute for Software Research Graduate Student Symposium, 2007.

Referee and Reviewer Service

1. External Reviewer, International Conference on Automated Software Engineering, 2009.

2. External Reviewer, International Conference on Autonomic Computing, 2009.
3. External Reviewer, International Conference on Automated Software Engineering, 2008.
4. External Reviewer, International Conference on Quality of Software Architecture, 2008.
5. External Reviewer, 7th Working IEEE/IFIP Conference on Software Architecture, 2008.
6. External Reviewer, 10th Intl' Symposium on Component-based Software Engineering, 2007.
7. External Reviewer, 1st IEEE Intl' Conf. on Self-Adaptive and Self-Organizing Systems, 2007.
8. External Reviewer, Workshop on Soft. Eng. for Adaptive and Self-Managing Systems, 2007.
9. External Reviewer, 8th Intl' Symposium on Component-based Software Engineering, 2005.

Open Source Software Contributions

Apache Software Foundation (ODT Project) - <http://apache.org>
Committer

Object Oriented Data Technology (ODT) - <http://oodt.jpl.nasa.gov>
Committer

Project:Possibility LunarTuner Software - <http://www.projectpossibility.org>
Committer

PROFESSIONAL ASSOCIATIONS

IEEE Computer Society, Member
 UPE Computer Science Honors Society, Member
 HKN Electrical Engineering Honors Society, Member

COMPUTER SKILLS

- Languages: Java, Python, C/C++, Perl, SQL, XML, HTML, JavaScript.
- Applications: \LaTeX , common Windows database, spreadsheet, and presentation software, Oracle trained.
- Operating Systems: Windows, Macintosh (OS-X), Unix (Solaris, Linux).

REFERENCES

Available upon Request

CITIZENSHIP

United States Citizen

Appendix M

Financial Documents

SYNERGY CHARTER ACADEMY

FINANCIAL STATEMENTS

June 30, 2009

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INDEPENDENT AUDITOR'S REPORT

Governing Board of
Synergy Charter Academy
Los Angeles, California

We have audited the accompanying statement of financial position of Synergy Charter Academy (the School) as of June 30, 2009, and the related statements of activities and cash flows for the fiscal year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School at June 30, 2009, and the respective changes in its net assets and cash flows for the fiscal year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated December 7, 2009 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the School's basic financial statements. The accompanying schedules, financial, and statistical information listed in the table of contents, including the Schedule of Expenditures of Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements of the School. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Moss, Levy & Hartzheim

MOSS, LEVY & HARTZHEIM, LLP
Beverly Hills, California
December 7, 2009

SYNERGY CHARTER ACADEMY
STATEMENT OF FINANCIAL POSITION
June 30, 2009

218

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
ASSETS				
Current Assets:				
Cash in bank	\$ 375,442	\$ 45,073	\$ -	\$ 420,515
Cash on hand	828			828
Accounts receivable	200,402			200,402
Prepaid expenses	46,618			46,618
Due from Synergy Kinetic Academy	447,685			447,685
Total current assets	<u>1,070,975</u>	<u>45,073</u>		<u>1,116,048</u>
Fixed Assets:				
Furniture and equipment	159,422			159,422
Less: accumulated depreciation	<u>(119,489)</u>			<u>(119,489)</u>
Total fixed assets	<u>39,933</u>			<u>39,933</u>
Total assets	\$ <u>1,110,908</u>	\$ <u>45,073</u>	\$ <u>-</u>	\$ <u>1,155,981</u>
LIABILITIES AND NET ASSETS				
Current Liabilities:				
Accounts payable	\$ 77,846	\$ -	\$ -	\$ 77,846
Payroll liabilities	90,637			90,637
Deferred revenue	16,627			16,627
Loan payable, current (Note 10)	<u>49,998</u>			<u>49,998</u>
Total current liabilities	<u>235,108</u>			<u>235,108</u>
Non-current Liabilities:				
Compensated absences (Note 9)	<u>6,102</u>			<u>6,102</u>
Total non-current liabilities	<u>6,102</u>			<u>6,102</u>
Total liabilities	<u>241,210</u>			<u>241,210</u>
Net Assets:				
Unrestricted	869,698			869,698
Temporarily restricted		45,073		45,073
Permanently restricted				
Total net assets	<u>869,698</u>	<u>45,073</u>		<u>914,771</u>
Total liabilities and net assets	\$ <u>1,110,908</u>	\$ <u>45,073</u>	\$ <u>-</u>	\$ <u>1,155,981</u>

The accompanying notes are an integral part of these financial statements

SYNERGY CHARTER ACADEMY
STATEMENT OF ACTIVITIES
For the Fiscal Year Ended June 30, 2009

219

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, Gains, and Other Support:				
State sources	\$ 1,001,042	\$ -	\$ -	\$ 1,001,042
Federal sources	155,318	45,073		200,391
Other sources	47,303			47,303
Interest	3,859			3,859
Property taxes	<u>201,096</u>	<u> </u>	<u> </u>	<u>201,096</u>
 Total revenues, gains, and other support	 <u>1,408,618</u>	 <u>45,073</u>	 <u> </u>	 <u>1,453,691</u>
 Expenses:				
Program Services:				
Education	863,278			863,278
 Support Services:				
General and administrative	<u>449,604</u>	<u> </u>	<u> </u>	<u>449,604</u>
 Total expenses	<u>1,312,882</u>	<u> </u>	<u> </u>	<u>1,312,882</u>
 Increase (decrease) in net assets	95,736	45,073		140,809
 Net assets, beginning of fiscal year	<u>773,962</u>	<u> </u>	<u> </u>	<u>773,962</u>
 Net assets, end of fiscal year	\$ <u><u>869,698</u></u>	\$ <u><u>45,073</u></u>	\$ <u><u>-</u></u>	\$ <u><u>914,771</u></u>

The accompanying notes are an integral part of these financial statements

SYNERGY CHARTER ACADEMY
STATEMENT OF CASH FLOWS
For the Fiscal Year Ended June 30, 2009

220

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Cash Flows from Operating Activities:				
Increase (Decrease) in net assets	\$ 95,736	\$ 45,073	\$ -	\$ 140,809
Adjustments to Reconcile Increase (Decrease) in Net Cash Provided (Used) by Operating Activities:				
Depreciation	31,299			31,299
(Increase) Decrease in Operating Assets:				
Accounts receivable	(162,142)			(162,142)
Prepaid expenses	6,699			6,699
Due from Synergy Kinetic Academy	(423,134)			(423,134)
Increase (Decrease) in Operating Liabilities:				
Accounts payable	30,494			30,494
Payroll liabilities	40,289			40,289
Deferred revenue	78,124			78,124
Payments to employees	2,255			2,255
Net cash provided (used) by operating activities	<u>(300,380)</u>	<u>45,073</u>		<u>(255,307)</u>
Cash Flows from Capital and Related Financing Activities:				
Loan repayment	(50,000)			(50,000)
Purchase of fixed assets	<u>(3,517)</u>			<u>(3,517)</u>
Net cash provided (used) by capital and related financing activities	<u>(53,517)</u>			<u>(53,517)</u>
Net increase (decrease) in cash and cash equivalents	(353,897)	45,073		(308,824)
Cash and cash equivalents at July 1, 2008	<u>730,167</u>			<u>730,167</u>
Cash and cash equivalents at June 30, 2009	\$ <u><u>376,270</u></u>	\$ <u><u>45,073</u></u>	\$ <u><u>-</u></u>	\$ <u><u>421,343</u></u>
Reconciliation of Cash and Cash Equivalents to Statement of Financial Position:				
Cash in bank	\$ 375,442	\$ 45,073	\$ -	\$ 420,515
Cash on hand	<u>828</u>			<u>828</u>
	\$ <u><u>376,270</u></u>	\$ <u><u>45,073</u></u>	\$ <u><u>-</u></u>	\$ <u><u>421,343</u></u>

The accompanying notes are an integral part of these financial statements

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. School

Synergy Charter Academy (Charter number C0636) was officially incorporated on February 25, 2004. On June 9, 2008, the Organization reincorporated as Synergy Academies, operating two schools: Synergy Charter Academy and Synergy Kinetic Academy. This Organization is organized and operated exclusively for charitable educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. Synergy Charter Academy is authorized by the Los Angeles Unified School District (LAUSD) and is located within LAUSD's Local District 5.

Synergy Charter Academy opened in August 2004 as a direct-funded public charter school that serves students in grades K-5 in South Los Angeles. The majority of funds received by the School are from federal, state, and local government. Synergy Charter Academy was founded to contribute to educational reform by creating synergies within existing educational infrastructure that more effectively result in the closing of the achievement gap of educationally disadvantaged students.

B. Basis of Presentation

The accounts of the School are maintained and these financial statements are presented on the accrual basis of accounting.

C. Financial Statement Presentation

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. In addition, the School is required to present a statement of cash flows.

D. Use of Estimates

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

E. Cash and Cash Equivalents

For the purpose of the statement of cash flows, the School considers all highly liquid investments as cash equivalents, which can be converted into known amounts of cash and have a maturity period of ninety days or less at the time of purchase. Excluded from this definition of cash equivalents are such amounts that represent funds that have been designated by the Board of Directors for investment.

F. Equipment and Leasehold Improvements

Equipment and leasehold improvements are capitalized at cost. It is the School's policy to capitalize expenditures for these items in excess of \$3,000. Lesser amounts are expensed. Equipment is depreciated over estimated useful lives of five years using a straight-line method. Leasehold improvements are depreciated over the shorter of the lease term or useful life.

G. Income Taxes

Synergy Academies (Organization), the non-profit organization for Synergy Charter Academy (School) is exempt from income tax and franchise tax pursuant to IRC Section 501 (c) (3) and State of California Revenue and Taxation Code Section 23701d. The School is not considered a private foundation.

NOTE 2 – CASH IN BANK

Cash in bank

At June 30, 2009, the carrying amount of the School's deposits was \$420,515. The bank's balance was \$468,365. The difference is due to normal deposits in transit and outstanding checks. The amount of deposits, which exceed the \$250,000 federally, insured limit at June 30, 2009 was \$218,365.

NOTE 3 – SCHEDULE OF FIXED ASSETS

	Balance July 1, 2008	Additions	Deletions	Balance June 30, 2009
Capital Assets, being depreciated				
Equipment	\$ 115,064	\$ 3,517	\$ -	\$ 118,581
Furniture	20,775			20,775
Computer & Software	20,066			20,066
Total Cost	155,905	3,517		159,422
Less: Accumulated Depreciation	(88,190)	(31,299)		(119,489)
Total Capital Assets, being depreciated	\$ 67,715	\$ (27,782)	\$ -	\$ 39,933

NOTE 4 – TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net asset is available for the following purpose:

SFSF ARRA	\$ 45,073
Total restriction	<u>\$ 45,073</u>

NOTE 5 – LEASE COMMITMENTS

On September 1, 2006, the School leased property from the Roman Catholic Archbishop for property located at 1010 E. 34th Street, Los Angeles, California, with the option to renew for three additional one-year terms. The term of the lease was renewed for the second additional year, ending August 31, 2010. The annual lease on the property was \$108,000.

NOTE 6 – DONATED SERVICES

The School receives donated services from a variety of unpaid volunteers assisting in the operation of the facility. No amounts have been recognized in the accompanying statement of activities because the criteria for recognition of such volunteer effort under SFAS No. 116 have not been satisfied.

NOTE 7 – CONTINGENCIES

The School has received funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

According to the School's staff and attorney, no contingent liabilities are outstanding and no lawsuits are pending of any real financial consequence.

NOTE 8 - EMPLOYEE RETIREMENT SYSTEMS

State Teachers' Retirement System (STRS)

Plan Description

Synergy Charter Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The Plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS' annual financial report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 8.0% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2008-2009 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The School's contributions to STRS for the fiscal years ending June 30, 2009, 2008, and 2007 were \$42,909, \$45,973, and \$43,140, respectively, and equal 100% of the required contributions for each fiscal year.

California Public Employees' Retirement System (CalPERS)

Plan Description

Synergy Charter Academy contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Funding Policy

Active plan members are required to contribute 7.0% of their salary (7% of monthly salary over \$133.33 if the member participates in Social Security), and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for the fiscal year 2008-2009 was 9.428% of annual payroll. The contribution requirements of the plan members are established by state statute. The School's contributions to CalPERS for the fiscal years ending June 30, 2009, 2008, and 2007 were \$9,024, \$7,671, and \$4,581, respectively, and equal 100% of the required contributions for each fiscal year.

NOTE 9 – COMPENSATED ABSENCES

Synergy Charter Academy offers paid sick leave to regular full-time employees at the rate of five (5) days per year. Sick leave days can be rolled over into the next year and can be accrued up to a maximum of 10 sick days. In addition to 5 days of sick leave, Synergy Charter Academy offers 5 paid personal days a year to full-time teaching staffs, which do not roll over. For every sick and personal day that a full time employee does not use each year, the employee will receive an additional \$25 at the end of the school year. If an employee elects to roll over his/her sick days to the following school year, he/she will forfeit the benefit of receiving \$25 per unused sick day for the rolled over sick days. Personal days do not roll over. The limit is \$250 per year for up to 5 sick days and 5 personal days (10 days total) per year.

NOTE 9 – COMPENSATED ABSENCES (Continued)

Regular full-time and part-time employees (other than teachers) working a minimum of twenty (20) hours per week accrue vacation benefits on a pro rata basis. Temporary employees and employees who work less than twenty (20) hours per week do not accrue vacation benefits. On termination of employment, the employee is paid all accrued but unused vacation at the employee's base rate of pay at the time of his or her termination.

NOTE 10 – LOAN PAYABLE

On August 17, 2004, the School was apportioned a one-time loan in the amount of \$250,000 from the Charter School Revolving Loan Fund with a Pooled Money Investment Account (PMIA) interest rate of 1.66%. The loan proceeds were received on September 1, 2004 with the repayment of the loan commenced during the 2005-06 fiscal year. The State Controller's Office will automatically deduct the loan payments from the charter school's State School Fund apportionments. As of June, 30, 2009, the loan principal outstanding was \$49,998.

NOTE 11 – SUBSEQUENT EVENT

Assembly Bill 3 of the fourth extraordinary session (ABX4 3)

On July 28, 2009, Governor Schwarzenegger signed a package of bills amending the 2008-09 and 2009-10 California State Budgets. The budget amendments were designed to address the State's budget gap of \$24 billion that had developed as a result of deepening recession since the State's last budget actions in February 2009. The July budget package reduced, on a state-wide basis, \$1.6 billion in 2008-09 Proposition 98 funding through a reversion of undistributed categorical program balances. The budget language identified 51 specific programs and required the amount associated with these programs that were "unallocated, unexpended, or not liquidated as of June 30, 2009" to revert to the State's General Fund. The July budget package also provided an appropriation in 2009-10 to backfill \$1.5 billion of these cuts to repay the 2008-09 reversion of the undistributed categorical program balances.

In accordance with the requirement of Governmental Accounting Standards Board Statement No. 33, the revenue and related receivable associated with Synergy Charter Academy's portion of the allocated, unexpended, or unliquidated categorical program balances identified in the July 2009 State Budget package are not included in these financial statements.

SUPPLEMENTARY INFORMATION SECTION

Synergy Charter Academy (Charter number C0636) was officially incorporated on February 25, 2004. On June 9, 2008, the organization reincorporated as Synergy Academies, operating two schools: Synergy Charter Academy and Synergy Kinetic Academy. This Organization is organized and operated exclusively for charitable educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. Synergy Charter Academy is authorized by the Los Angeles Unified School District (LAUSD) and is located within LAUSD's Local District 5.

Synergy Charter Academy opened in August 2004 as a direct-funded public charter school that serves students in grades K-5 in South Los Angeles. The majority of funds received by the school are from federal, state, and local government. Synergy Charter Academy was founded to contribute to educational reform by creating synergies within existing educational infrastructure that more effectively result in the closing of the achievement gap of educationally disadvantaged students.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Tiffany Sanders	President	09/2011
Vivian Escobar	Secretary	09/2010
Nicole Le Hudson	Treasurer	10/2009
Karen Bracher	Member	08/2010
Brian Shurwood	Member	12/2009
Matthew Hudson	Member	10/2009
Jared Sopko	Member	04/2011
Laurie Selik	Member	04/2011
Ana Ordonez	Member	02/2010

ADMINISTRATION

Mr. Randolph Palisoc
Co-Director

Ms. Jennifer Epps
Co-Director

Ms. Erika Chua
Director of Operations and Development

SYNERGY CHARTER ACADEMY
SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Fiscal Year Ended June 30, 2009

227

	<u>Second Period Report</u>	<u>Annual Report</u>
Elementary		
Kindergarten	19.69	19.73
First through Third	59.32	59.09
Fourth through Fifth	<u>74.20</u>	<u>74.21</u>
Total average daily attendance	<u>153.21</u>	<u>153.03</u>
Total average daily attendance generated through classroom-based instruction	<u>153.21</u>	<u>153.03</u>
<u>Supplemental Instructional Hours:</u>	<u>Hours of Attendance</u>	
Elementary	<u>6,403</u>	

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to the School. This schedule provides information regarding the attendance of students at various grade levels in different programs.

SYNERGY CHARTER ACADEMY
SCHEDULE OF INSTRUCTIONAL TIME
For the Fiscal Year Ended June 30, 2009

228

<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>2008-09 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Kindergarten	36,000	58,675	180	In compliance
Grades 1	50,400	56,765	180	In compliance
Grades 2	50,400	56,765	180	In compliance
Grades 3	50,400	56,765	180	In compliance
Grades 4	54,000	56,765	180	In compliance
Grades 5	54,000	56,765	180	In compliance

This schedule presents information on the amount of instruction time offered by the School and whether the School complied with provisions of Education Code Section 47612.5

SYNERGY CHARTER ACADEMY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Fiscal Year Ended June 30, 2009

229

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>Federal Catalog Number</u>	<u>Pass Through Entity Identification Number</u>	<u>Federal Expenditures</u>
U.S. Department of Education:			
Passed through the California			
Department of Education:			
Special Education	84.027	3310	\$ 21,096
Title I	84.010	3010	64,745
Title II	84.367	4035	27
Title V	84.298	7259	1,080
State Fiscal Stabilization Fund	84.394	3200	14,020
U.S. Department of Agriculture			
Passed through the California			
Department of Education:			
National School Lunch Program	10.555	5310	<u>54,350</u>
Total expenditures of federal awards			<u>\$ 155,318</u>
Reconciliation to the expenditures of federal awards to total federal revenues:			
Total expenditures of Federal Awards			\$ 155,318
Reported as revenue but unspent at fiscal year end			
SFSF ARRA	84.394	3200	<u>45,073</u>
Total federal revenues reported on statement of activities			<u>\$ 200,391</u>

See note to schedule of expenditures of federal awards

NOTE 1 BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the Synergy Charter Academy and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with state requirements, therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS
For the Fiscal Year Ended June 30, 2009

June 30, 2009, Annual Financial Report – Net Assets	<u>\$ 914,771</u>
June 30, 2009 Audited Financial Statement - Net Assets	<u>\$ 914,771</u>

This schedule provides the information necessary to reconcile the net assets of all funds as reported on the annual financial report to the audited financial statements.

SYNERGY CHARTER ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
For the Fiscal Year Ended June 30, 2009

232

	Program Services	Supporting Services	
	Education	Administration	Total
Teachers' salaries	\$ 382,363	\$ -	\$ 382,363
Administration-certificated	78,795	78,795	157,590
Other classified		101,292	101,292
Benefits	118,340	59,991	178,331
Bank charges		147	147
Computers and softwares	3,950		3,950
Contract service	53,458	18,670	72,128
Depreciation	31,299		31,299
Dues and subscription		6,040	6,040
Field trip expenses	1,567		1,567
Fund raising expenses		10,262	10,262
Insurance	13,663	5,370	19,033
Interest		1,558	1,558
LAUSD administration		9,555	9,555
Legal and auditing		6,905	6,905
Materials and supplies	72,078	93,349	165,427
Other expenses and services		19,947	19,947
Payroll administration		1,300	1,300
Rent/leases	77,528	30,472	108,000
Repairs and maintenance	3,320	1,827	5,147
Textbooks	15,443		15,443
Transportation	2,491		2,491
Travel and conferences	4,366	2,309	6,675
Utilities and telephone	4,617	1,815	6,432
Total functional expenses	\$ <u>863,278</u>	\$ <u>449,604</u>	\$ <u>1,312,882</u>



MOSS, LEVY & HARTZHEIM LLP

CERTIFIED PUBLIC ACCOUNTANTS

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PARTNERS

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HADLEY Y HUI, CPA

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AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board of
Synergy Charter Academy
Los Angeles, California

We have audited the accompanying statement of financial position of Synergy Charter Academy (the School) as of June 30, 2009, and the related statements of activities and cash flows for the fiscal year then ended, and have issued our report thereon dated December 7, 2009. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; and the Education Audit Appeals Panel's *Standards and Procedures for Audits of California K-12 Local Educational Agencies*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The School's management is responsible for the School's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the State laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures in Panel's Audit Guide</u>	<u>Procedures Performed</u>
Attendance accounting:		
Attendance Reporting	8	Not Applicable
Independent Study	23	Not Applicable
Continuation Education	10	Not Applicable
Adult Education	9	Not Applicable (1)
Regional Occupational Centers and Programs	6	Not Applicable (1)
Instructional Time for:		
School districts	6	Not Applicable
County offices of education	3	Not Applicable
Community Day Schools	9	Not Applicable
Morgan-Hart Class Size Reduction Program	7	Not Applicable (1)
Instructional Materials:		
General requirements	12	Not Applicable (3)
K-8 only	1	Not Applicable (1)
9-12 only	1	Not Applicable (1)

<u>Description</u>	<u>Procedures in Panel's Audit Guide</u>	<u>Procedures Performed</u>
Ratios of Administrative Employees to Teachers	1	Not Applicable
Classroom teacher salaries	1	Not Applicable
Early Retirement Incentive Program	4	Not Applicable
Gann Limit Calculation	1	Not Applicable
School Accountability Report Card	3	Not Applicable
Mathematics and Reading Professional Development	4	Not Applicable (1)
Class Size Reduction (including in charter schools);		
General requirements	7	Yes
Option one	3	Yes
Option two	4	Not Applicable
Districts or charter schools with only		
one school serving K-3	4	Yes
After School Education and Safety Program:		
General requirement	4	Not Applicable
After school	4	Not Applicable
Before school	5	Not Applicable
Contemporaneous Records of Attendance,		
for charter schools	1	Yes
Mode of Instruction, for charter schools	1	Yes
Nonclassroom-Based Instruction/Independent		
Study, for charter schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based		
Instruction, for charter schools	3	Not Applicable
Annual Instructional Minutes-Classroom Based, for		
charter schools	3	Yes

(1) This program is not required to be audited per flexibility provisions of SBx3 4.

(2) The number of procedures to be performed was reduced per flexibility provisions in SBx3 4. Section 19825 procedures (e) and (g) were not performed.

(3) The number of procedures to be performed was reduced per flexibility provisions in SBx3 4. Section 19828.3 procedures (b), (c), and (e) were not performed.

Based on our audit, we found that, for the items tested, the School complied with the State laws and regulations referred to above. Further, based on our examination, for the items not tested, nothing came to our attention to indicate that the School had not complied with the State laws and regulations.

This report is intended solely for the information and use of the Governing Board, management, State Controller's Office, Department of Finance, and the Department of Education, and is not intended to be and should not be used by anyone other than these specified parties.

Moss, Levy & Hartzheim

MOSS, LEVY & HARTZHEIM, LLP
Beverly Hills, California
December 7, 2009



MOSS, LEVY & HARTZHEIM LLP

CERTIFIED PUBLIC ACCOUNTANTS

235

PARTNERS

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**AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

Governing Board of
Synergy Charter Academy
Los Angeles, California

We have audited the financial statement of Synergy Charter Academy (the School) as of June 30, 2009 and have issued our report thereon dated December 7, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

A control deficiency exists when the design or operation of a control does not allow management or School employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the School's financial statements that is more than inconsequential will not be prevented or detected by the School's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the School's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Governing Board, management, State Controller's Office, Department of Finance, Department of Education, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Moss, Levy & Hartzheim

MOSS, LEVY & HARTZHEIM, LLP
Beverly Hills, California
December 7, 2009

Section I – Summary of Auditor’s Results

Financial Statements

Type of auditor’s report issued

Unqualified

Internal control over financial reporting:

Material weakness(es) identified?

_____ Yes X No

Reporting condition(s) identified not considered
to be material weaknesses?

_____ Yes X None reported

Noncompliance material to financial statements noted?

_____ Yes X No

State Awards

Internal control over state programs:

Material weakness(es) identified?

_____ Yes X No

Reporting conditions(s) identified not considered
to be material weaknesses?

_____ Yes X None reported

Type of auditor's report issued on compliance for
state programs:

Unqualified

Section II – Financial Statement Findings

There were no financial statement findings or questioned costs.

Section III – State Award Findings

There were no state award findings or questioned costs.

Section I – Financial Statement Findings

There were no prior financial statement findings or questioned costs.

Section II – State Award Findings

There were no prior state award findings or questioned costs.

SYNERGY KINETIC ACADEMY

FINANCIAL STATEMENTS

June 30, 2009

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INDEPENDENT AUDITOR'S REPORT

Governing Board of
Synergy Kinetic Academy
Los Angeles, California

We have audited the accompanying statement of financial position of Synergy Kinetic Academy (the School) as of June 30, 2009, and the related statements of activities and cash flows for the fiscal year then ended. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School at June 30, 2009, and the respective changes in its net assets and cash flows for the fiscal year then ended, in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued a report dated December 7, 2009 on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming an opinion on the School's basic financial statements. The accompanying schedules, financial, and statistical information listed in the table of contents, including the Schedule of Expenditures of Federal Awards, are presented for purposes of additional analysis and are not a required part of the basic financial statements of the School. Such information has been subjected to the auditing procedures applied in the audit of the financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole.

Moss, Levy & Hartzheim

MOSS, LEVY & HARTZHEIM, LLP
Beverly Hills, California
December 7, 2009

SYNERGY KINETIC ACADEMY
STATEMENT OF FINANCIAL POSITION
June 30, 2009

244

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
ASSETS				
Current Assets:				
Cash in bank	\$ 551,238	\$ 32,411	\$ -	\$ 583,649
Cash on hand	863			863
Accounts receivable	99,288			99,288
Prepaid expenses	<u>35,255</u>			<u>35,255</u>
Total current assets	<u>686,644</u>	<u>32,411</u>		<u>719,055</u>
Fixed Assets:				
Equipment and software	24,209			24,209
Less: accumulated depreciation	<u>(5,587)</u>			<u>(5,587)</u>
Total fixed assets	<u>18,622</u>			<u>18,622</u>
Total assets	\$ <u>705,266</u>	\$ <u>32,411</u>	\$ -	\$ <u>737,677</u>
LIABILITIES AND NET ASSETS				
Current Liabilities:				
Accounts payable	\$ 29,439	\$ -	\$ -	\$ 29,439
Payroll liabilities	10,388			10,388
Deferred revenue	11,513			11,513
Due from Synergy Charter Academy	<u>447,685</u>			<u>447,685</u>
Total current liabilities	<u>499,025</u>			<u>499,025</u>
Non-current Liabilities:				
Compensated absences (Note 8)	<u>8,360</u>			<u>8,360</u>
Total non-current liabilities	<u>8,360</u>			<u>8,360</u>
Total liabilities	<u>507,385</u>			<u>507,385</u>
Net Assets:				
Unrestricted	197,881			197,881
Temporarily restricted		32,411		32,411
Permanently restricted				
Total net assets	<u>197,881</u>	<u>32,411</u>		<u>230,292</u>
Total liabilities and net assets	\$ <u>705,266</u>	\$ <u>32,411</u>	\$ -	\$ <u>737,677</u>

The accompanying notes are an integral part of these financial statements

SYNERGY KINETIC ACADEMY
STATEMENT OF ACTIVITIES
For the Fiscal Year Ended June 30, 2009

245

	Unrestricted	Temporarily Restricted	Permanently Restricted	Total
Revenues, Gains, and Other Support:				
State sources	\$ 471,381	\$ -	\$ -	\$ 471,381
Federal sources	426,312	32,411		458,723
Other sources	265,549			265,549
Interest	1,429			1,429
Property taxes	<u>111,961</u>	<u> </u>	<u> </u>	<u>111,961</u>
 Total revenues, gains, and other support	 <u>1,276,632</u>	 <u>32,411</u>	 <u> </u>	 <u>1,309,043</u>
 Expenses:				
Program Services:				
Education	716,789			716,789
 Support Services:				
General and administrative	<u>361,962</u>	<u> </u>	<u> </u>	<u>361,962</u>
 Total expenses	<u>1,078,751</u>	<u> </u>	<u> </u>	<u>1,078,751</u>
 Increase (decrease) in net assets	197,881	32,411		230,292
 Net assets, beginning of fiscal year	<u> </u>	<u> </u>	<u> </u>	<u> </u>
Net assets, end of fiscal year	\$ <u><u>197,881</u></u>	\$ <u><u>32,411</u></u>	\$ <u><u>-</u></u>	\$ <u><u>230,292</u></u>

The accompanying notes are an integral part of these financial statements

SYNERGY KINETIC ACADEMY
STATEMENT OF CASH FLOWS
For the Fiscal Year Ended June 30, 2009

246

	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Permanently Restricted</u>	<u>Total</u>
Cash Flows from Operating Activities:				
Increase (Decrease) in net assets	\$ 197,881	\$ 32,411	\$ -	\$ 230,292
Adjustments to Reconcile Increase (Decrease) in Net Cash Provided (Used) by Operating Activities:				
Depreciation	5,587			5,587
(Increase) Decrease in Operating Assets:				
Accounts receivable	(99,288)			(99,288)
Prepaid expenses	(35,255)			(35,255)
Increase (Decrease) in Operating Liabilities:				
Accounts payable	29,439			29,439
Payroll liabilities	10,388			10,388
Deferred revenue	11,513			11,513
Due to Synergy Charter Academy	447,685			447,685
Compensated absences	8,360			8,360
Net cash provided (used) by operating activities	<u>576,310</u>	<u>32,411</u>		<u>608,721</u>
Cash Flows from Capital and Related Financing Activities:				
Purchase of fixed assets	<u>(24,209)</u>			<u>(24,209)</u>
Net cash provided (used) by capital and related financing activities	<u>(24,209)</u>			<u>(24,209)</u>
Net increase (decrease) in cash and cash equivalents	552,101	32,411		584,512
Cash and cash equivalents at July 1, 2008				
Cash and cash equivalents at June 30, 2009	\$ <u>552,101</u>	\$ <u>32,411</u>	\$ <u>-</u>	\$ <u>584,512</u>
Reconciliation of Cash and Cash Equivalents to Statement of Financial Position:				
Cash in bank	\$ 551,238	\$ 32,411	\$ -	\$ 583,649
Cash on hand	<u>863</u>			<u>863</u>
	\$ <u>552,101</u>	\$ <u>32,411</u>	\$ <u>-</u>	\$ <u>584,512</u>

The accompanying notes are an integral part of these financial statements

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. School

Synergy Charter Academy (Charter number C0636) was officially incorporated on February 25, 2004. On June 9, 2008, the Organization reincorporated as Synergy Academies, operating two schools: Synergy Charter Academy and Synergy Kinetic Academy. This Organization is organized and operated exclusively for charitable educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. Synergy Kinetic Academy is authorized by the Los Angeles Unified School District (LAUSD) and is located within LAUSD's Local District 5.

Synergy Kinetic Academy opened in August 2008 as a direct-funded public charter school that serves students in grade 6 in South Los Angeles. The majority of funds received by the School are from federal, state, and local government. Synergy Kinetic Academy was founded to contribute to educational reform by creating synergies within existing educational infrastructure that more effectively result in the closing of the achievement gap of educationally disadvantaged students.

B. Basis of Presentation

The accounts of the School are maintained and these financial statements are presented on the accrual basis of accounting.

C. Financial Statement Presentation

The School is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted net assets, temporarily restricted net assets, and permanently restricted net assets. In addition, the School is required to present a statement of cash flows.

D. Use of Estimates

The preparation of financial statements requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

E. Cash and Cash Equivalents

For the purpose of the statement of cash flows, the School considers all highly liquid investments as cash equivalents, which can be converted into known amounts of cash and have a maturity period of ninety days or less at the time of purchase. Excluded from this definition of cash equivalents are such amounts that represent funds that have been designated by the Board of Directors for investment.

F. Equipment and Leasehold Improvements

Equipment and leasehold improvements are capitalized at cost. It is the School's policy to capitalize expenditures for these items in excess of \$3,000. Lesser amounts are expensed. Equipment is depreciated over estimated useful lives of five years using a straight-line method. Leasehold improvements are depreciated over the shorter of the lease term or useful life.

G. Income Taxes

Synergy Academies (Organization), the non-profit organization for Synergy Kinetic Academy (School) is exempt from income tax and franchise tax pursuant to IRC Section 501 (c) (3) and State of California Revenue and Taxation Code Section 2370ld. The School is not considered a private foundation.

NOTE 2 – CASH IN BANK

Cash in bank

At June 30, 2009, the carrying amount of the School's deposits was \$583,649. The bank's balance was \$403,003. The difference is due to normal deposits in transit and outstanding checks. The amount of deposits, which exceed the \$250,000 federally, insured limit at June 30, 2009 was \$153,003.

NOTE 3 – SCHEDULE OF FIXED ASSETS

	Balance July 1, 2008	Additions	Deletions	Balance June 30, 2009
Capital Assets, being depreciated				
Equipment	\$ -	\$ 3,100	\$ -	\$ 3,100
Computer & Software		21,109		21,109
Total Cost		24,209		24,209
Less: Accumulated Depreciation		(5,587)		(5,587)
Total Capital Assets, being depreciated	\$ -	\$ 18,622	\$ -	\$ 18,622

NOTE 4 – TEMPORARILY RESTRICTED NET ASSETS

Temporarily restricted net asset is available for the following purpose:

SFSF ARRA	\$ 32,411
Total restriction	<u>\$ 32,411</u>

NOTE 5 – LEASE COMMITMENTS

On October 10, 2008, the School leased property from Los Angeles Unified School District (LAUSD) for property located at 980 S. Hobart Boulevard, Los Angeles, California. The term of the lease commenced on August 15, 2008 and, ended June 30, 2009. LAUSD did not charge rent expenses but instead, charged Pro Rata Share Charge.

On July 31, 2009, the School subleased property from Bright Star Schools for property located at 104 W. 47th Place, Los Angeles, California. The term of this sublease commenced on September 1, 2009 and will end on August 31, 2010, with option to sublease one additional year. The monthly lease on the property is \$10,000.

NOTE 6 – DONATED SERVICES

The School receives donated services from a variety of unpaid volunteers assisting in the operation of the facility. No amounts have been recognized in the accompanying statement of activities because the criteria for recognition of such volunteer effort under SFAS No. 116 have not been satisfied.

NOTE 7 – CONTINGENCIES

The School has received funds for specific purposes that are subject to review and audit by the grantor agencies. Although such audits could generate expenditure disallowances under terms of the grants, it is believed that any required reimbursements will not be material.

According to the School's staff and attorney, no contingent liabilities are outstanding and no lawsuits are pending of any real financial consequence.

NOTE 8 - EMPLOYEE RETIREMENT SYSTEMS

State Teachers' Retirement System (STRS)

Plan Description

Synergy Kinetic Academy contributes to the State Teachers' Retirement System (STRS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by STRS. The Plan provides retirement, disability, and survivor benefits to beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the State Teachers' Retirement Law. STRS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the STRS' annual financial report may be obtained from the STRS, 7667 Folsom Boulevard, Sacramento, California 95826.

Funding Policy

Active plan members are required to contribute 8.0% of their salary and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the STRS Teachers' Retirement Board. The required employer contribution rate for fiscal year 2008-2009 was 8.25% of annual payroll. The contribution requirements of the plan members are established by state statute. The School's contribution to STRS for the fiscal years ending June 30, 2009 was \$28,148 and equal 100% of the required contributions for each fiscal year.

California Public Employees' Retirement System (CalPERS)

Plan Description

Synergy Kinetic Academy contributes to the School Employer Pool under the California Public Employees' Retirement System (CalPERS), a cost-sharing multiple-employer public employee retirement system defined benefit pension plan administered by CalPERS. The plan provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by state statutes, as legislatively amended, within the Public Employees' Retirement Law. CalPERS issues a separate comprehensive annual financial report that includes financial statements and required supplementary information. Copies of the CalPERS' annual financial report may be obtained from the CalPERS Executive Office, 400 P Street, Sacramento, California 95814.

Funding Policy

Active plan members are required to contribute 7.0% of their salary (7% of monthly salary over \$133.33 if the member participates in Social Security), and the School is required to contribute an actuarially determined rate. The actuarial methods and assumptions used for determining the rate are those adopted by the CalPERS Board of Administration. The required employer contribution rate for the fiscal year 2008-2009 was 9.428% of annual payroll. The contribution requirements of the plan members are established by state statute. The School's contribution to CalPERS for the fiscal years ending June 30, 2009 was \$8,347 and equal 100% of the required contributions for each fiscal year.

NOTE 9 – COMPENSATED ABSENCES

Synergy Kinetic Academy offers paid sick leave to regular full-time employees at the rate of five (5) days per year. Sick leave days can be rolled over into the next year and can be accrued up to a maximum of 10 sick days. In addition to 5 days of sick leave, Synergy Charter Academy offers 5 paid personal days a year to full-time teaching staffs, which do not roll over. For every sick and personal day that a full time employee does not use each year, the employee will receive an additional \$25 at the end of the school year. If an employee elects to roll over his/her sick days to the following school year, he/she will forfeit the benefit of receiving \$25 per unused sick day for the rolled over sick days. Personal days do not roll over. The limit is \$250 per year for up to 5 sick days and 5 personal days (10 days total) per year.

NOTE 9 – COMPENSATED ABSENCES (Continued)

Regular full-time and part-time employees (other than teachers) working a minimum of twenty (20) hours per week accrue vacation benefits on a pro rata basis. Temporary employees and employees who work less than twenty (20) hours per week do not accrue vacation benefits. On termination of employment, the employee is paid all accrued but unused vacation at the employee's base rate of pay at the time of his or her termination.

NOTE 10 – SUBSEQUENT EVENT

Assembly Bill 3 of the fourth extraordinary session (ABX4 3)

On July 28, 2009, Governor Schwarzenegger signed a package of bills amending the 2008-09 and 2009-10 California State Budgets. The budget amendments were designed to address the State's budget gap of \$24 billion that had developed as a result of deepening recession since the State's last budget actions in February 2009. The July budget package reduced, on a state-wide basis, \$1.6 billion in 2008-09 Proposition 98 funding through a reversion of undistributed categorical program balances. The budget language identified 51 specific programs and required the amount associated with these programs that were "unallocated, unexpended, or not liquidated as of June 30, 2009" to revert to the State's General Fund. The July budget package also provided an appropriation in 2009-10 to backfill \$1.5 billion of these cuts to repay the 2008-09 reversion of the undistributed categorical program balances.

In accordance with the requirement of Governmental Accounting Standards Board Statement No. 33, the revenue and related receivable associated with Synergy Kinetic Academy's portion of the allocated, unexpended, or unliquidated categorical program balances identified in the July 2009 State Budget package are not included in these financial statements.

SUPPLEMENTARY INFORMATION SECTION

Synergy Charter Academy (Charter number C0636) was officially incorporated on February 25, 2004. On June 9, 2008, the Organization reincorporated as Synergy Academies, operating two schools: Synergy Charter Academy and Synergy Kinetic Academy. This Organization is organized and operated exclusively for charitable educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. Synergy Kinetic Academy is authorized by the Los Angeles Unified School District (LAUSD) and is located within LAUSD's Local District 5.

Synergy Kinetic Academy opened in August 2008 as a direct-funded public charter school that serves students in grade 6 in South Los Angeles. The majority of funds received by the School are from federal, state, and local government. Synergy Kinetic Academy was founded to contribute to educational reform by creating synergies within existing educational infrastructure that more effectively result in the closing of the achievement gap of educationally disadvantaged students.

GOVERNING BOARD

<u>Name</u>	<u>Office</u>	<u>Term Expires</u>
Tiffany Sanders	President	09/2011
Vivian Escobar	Secretary	09/2010
Nicole Le Hudson	Treasurer	10/2009
Karen Bracher	Member	08/2010
Brian Shurwood	Member	12/2009
Matthew Hudson	Member	10/2009
Jared Sopko	Member	04/2011
Laurie Selik	Member	04/2011
Ana Ordonez	Member	02/2010

ADMINISTRATION

Ms. Margaret Palisoc
Co-Director

Dr. Barbara Shannon
Co-Director

Ms. Erika Chua
Director of Operations and Development

SYNERGY KINETIC ACADEMY
SCHEDULE OF AVERAGE DAILY ATTENDANCE
For the Fiscal Year Ended June 30, 2009

253

	Second Period Report	Annual Report
<u>Elementary</u>		
Sixth	85.30	85.90
Total average daily attendance	85.30	85.90
 <u>Supplemental Instructional Hours:</u>	 Hours of Attendance	
Elementary	1,307	

Average daily attendance is a measurement of the number of pupils attending classes of the School. The purpose of attendance accounting from a fiscal standpoint is to provide the basis on which apportionments of state funds are made to the School. This schedule provides information regarding the attendance of students at various grade levels in different programs.

SYNERGY KINETIC ACADEMY
SCHEDULE OF INSTRUCTIONAL TIME
For the Fiscal Year Ended June 30, 2009

254

<u>Grade Level</u>	<u>Minutes Requirement</u>	<u>2008-09 Actual Minutes</u>	<u>Number of Days Traditional Calendar</u>	<u>Status</u>
Grades 6	54,000	63,785	180	In compliance

This schedule presents information on the amount of instruction time offered by the School and whether the School complied with provisions of Education Code Section 47612.5

SYNERGY KINETIC ACADEMY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For the Fiscal Year Ended June 30, 2009

255

<u>Federal Grantor/Pass-Through Grantor/Program or Cluster</u>	<u>Federal Catalog Number</u>	<u>Pass Through Entity Identification Number</u>	<u>Federal Expenditures</u>
U.S. Department of Education:			
Passed through the California			
Department of Education:			
Public Charter School Grant Program	84.282	4610	\$ 350,000
Special Education	84.027	3310	11,644
Title I, Basic	84.010	3010	29,981
U.S. Department of Agriculture			
Passed through the California			
Department of Education			
National School Lunch Program	10.555	5310	<u>34,687</u>
 Total expenditures of federal awards			 <u><u>\$ 426,312</u></u>
Reconciliation to total expenditures of federal awards to total federal revenues:			
Total expenditures of Federal Awards			\$ 426,312
Reported as revenue but unspent at fiscal year end			
SFSF ARRA	84.394	3200	<u>32,411</u>
Total federal revenues reported on statement of activities			<u><u>\$ 458,723</u></u>

See note to schedule of expenditures of federal awards

NOTE 1 BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the Synergy Kinetic Academy and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with state requirements, therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

RECONCILIATION OF ANNUAL FINANCIAL REPORT WITH AUDITED FINANCIAL STATEMENTS

For the Fiscal Year Ended June 30, 2009

June 30, 2009, Annual Financial Report – Net Assets	\$	248,644
Overstatement of Fixed Assets		<u>(18,352)</u>
June 30, 2009 Audited Financial Statement - Net Assets	\$	<u><u>230,292</u></u>

This schedule provides the information necessary to reconcile the net assets of all funds as reported on the annual financial report to the audited financial statements.

SYNERGY KINETIC ACADEMY
STATEMENT OF FUNCTIONAL EXPENSES
For the Fiscal Year Ended June 30, 2009

258

	Program Services	Supporting Services	
	Education	Administration	Total
Teachers' salaries	\$ 170,961	\$ -	\$ 170,961
Administration-certificated	80,743	80,743	161,486
Administration-classified		67,009	67,009
Other classified		23,919	23,919
Benefits	59,638	41,986	101,624
Bank charges		81	81
Computers and softwares	34,908		34,908
Contract service	32,216	10,579	42,795
Depreciation	5,587		5,587
Dues and subscription		5,238	5,238
Field trip expenses	2,201		2,201
Insurance	7,128	4,826	11,954
LAUSD administration		5,358	5,358
Legal and auditing		12,187	12,187
Materials and supplies	177,204	76,289	253,493
Other expenses and services		14,937	14,937
Payroll administration		724	724
Rent/leases	18,264	12,365	30,629
Repairs and maintenance	3,562	2,411	5,973
Textbooks	58,836		58,836
Transportation	59,685		59,685
Travel and conferences	4,255	2,226	6,481
Utilities and telephone	1,601	1,084	2,685
Total functional expenses	\$ <u>716,789</u>	\$ <u>361,962</u>	\$ <u>1,078,751</u>


MOSS, LEVY & HARTZHEIM LLP

CERTIFIED PUBLIC ACCOUNTANTS

PARTNERS
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AUDITOR'S REPORT ON STATE COMPLIANCE

Governing Board of
 Synergy Kinetic Academy
 Los Angeles, California

We have audited the accompanying statement of financial position of Synergy Kinetic Academy (the School) as of June 30, 2009, and the related statements of activities and cash flows for the fiscal year then ended, and have issued our report thereon dated December 7, 2009. These financial statements are the responsibility of the School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America; and the Education Audit Appeals Panel's *Standards and Procedures for Audits of California K-12 Local Educational Agencies*. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

The School's management is responsible for the School's compliance with laws and regulations. In connection with the audit referred to above, we selected and tested transactions and records to determine the School's compliance with the State laws and regulations applicable to the following items:

<u>Description</u>	<u>Procedures in Panel's Audit Guide</u>	<u>Procedures Performed</u>
Attendance accounting:		
Attendance Reporting	8	Not Applicable
Independent Study	23	Not Applicable
Continuation Education	10	Not Applicable
Adult Education	9	Not Applicable (1)
Regional Occupational Centers and Programs	6	Not Applicable (1)
Instructional Time for:		
School districts	6	Not Applicable
County offices of education	3	Not Applicable
Community Day Schools	9	Not Applicable (2)
Morgan-Hart Class Size Reduction Program	7	Not Applicable (1)
Instructional Materials:		
General requirements	12	Not Applicable (3)
K-8 only	1	Not Applicable (1)
9-12 only	1	Not Applicable (1)

<u>Description</u>	<u>Procedures in Panel's Audit Guide</u>	<u>Procedures Performed</u>
Ratios of Administrative Employees to Teachers	1	Not Applicable
Classroom teacher salaries	1	Not Applicable
Early Retirement Incentive Program	4	Not Applicable
Gann Limit Calculation	1	Not Applicable
School Accountability Report Card	3	Not Applicable
Mathematics and Reading Professional Development	4	Not Applicable (1)
Class Size Reduction (including in charter schools);		
General requirements	7	Not Applicable
Option one	3	Not Applicable
Option two	4	Not Applicable
Districts or charter schools with only		
one school serving K-3	4	Not Applicable
After School Education and Safety Program		Not Applicable
General requirement	4	
After school	4	Not Applicable
Before school	5	Not Applicable
Contemporaneous Records of Attendance,		
for charter schools	1	Yes
Mode of Instruction, for charter schools	1	Yes
Nonclassroom-Based Instruction/Independent		
Study, for charter schools	15	Not Applicable
Determination of Funding for Nonclassroom-Based		
Instruction, for charter schools	3	Not Applicable
Annual Instructional Minutes-Classroom Based, for		
charter schools	3	Yes

1) This program is not required to be audited per flexibility provisions of SBx3 4.

(2) The number of procedures to be performed was reduced per flexibility provisions in SBx3 4. Section 19825 procedures (e) and (g) were not performed.

(3) The number of procedures to be performed was reduced per flexibility provisions in SBx3 4. Section 19828.3 procedures (b), (c), and (e) were not performed.

Based on our audit, we found that, for the items tested, the School complied with the State laws and regulations referred to above. Further, based on our examination, for the items not tested, nothing came to our attention to indicate that the School had not complied with the State laws and regulations.

This report is intended solely for the information and use of the Governing Board, management, State Controller's Office, Department of Finance, and the Department of Education, and is not intended to be and should not be used by anyone other than these specified parties.

Moss, Levy & Hartzheim

MOSS, LEVY & HARTZHEIM, LLP
Beverly Hills, California
December 7, 2009


MOSS, LEVY & HARTZHEIM LLP

CERTIFIED PUBLIC ACCOUNTANTS

PARTNERS

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**AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL
STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING
STANDARDS***

 Governing Board of
 Synergy Kinetic Academy
 Los Angeles, California

We have audited the financial statement of Synergy Kinetic Academy (the School) as of June 30, 2009 and have issued our report thereon dated December 7, 2009. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

A control deficiency exists when the design or operation of a control does not allow management or School employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the School's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the School's financial statements that is more than inconsequential will not be prevented or detected by the School's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the School's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Governing Board, management, State Controller's Office, Department of Finance, Department of Education, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

 MOSS, LEVY & HARTZHEIM, LLP
 Beverly Hills, California
 December 7, 2009

SYNERGY KINETIC ACADEMY
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
SUMMARY OF AUDITOR RESULTS
For the Fiscal Year Ended June 30, 2009

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Section I – Summary of Auditor’s Results

Financial Statements

Type of auditor’s report issued

Unqualified

Internal control over financial reporting:

Material weakness(es) identified?

_____ Yes X No

Reporting condition(s) identified not considered
to be material weaknesses?

_____ Yes X None reported

Noncompliance material to financial statements noted?

_____ Yes X No

State Awards

Internal control over state programs:

Material weakness(es) identified?

_____ Yes X No

Reporting conditions(s) identified not considered
to be material weaknesses?

_____ Yes X None reported

Type of auditor’s report issued on compliance for
state programs:

Unqualified

Section II – Financial Statement Findings

There were no financial statement findings or questioned costs.

SYNERGY KINETIC ACADEMY
SCHEDULE OF AUDIT FINDINGS AND QUESTIONED COSTS
For the Fiscal Year Ended June 30, 2009

Section III – State Award Findings

There were no state award findings or questioned costs.

Section I – Financial Statement Findings

There were no prior financial statement findings or questioned costs.

SYNERGY KINETIC ACADEMY
SCHEDULE OF PRIOR AUDIT FINDINGS
For the Fiscal Year Ended June 30, 2009

Section II – State Award Findings

There were no prior state award findings or questioned costs.



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To the Board Members
of Synergy Academies

We have accepted an engagement with Synergy Charter Academy (School) to audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information for the fiscal year ended June 30, 2009. We are sending you this letter in regards to the Statement on Auditing Standards (SAS) No. 114, which establishes standards in regards to communications with those charged with governance. In the wake of well-publicized audit failures and emerging practices in corporate governance, expectations have increased for auditors to communicate openly and candidly with those charged with governance regarding significant findings and issues related to the audit. The Auditing Standards Board (ASB) believes that this Statement on Auditing Standards No. 114 will respond to the issues and expectations in the U.S. and will improve audit practice and serve the public interest.

In regards to this Statement on Auditing Standards, we wish to notify you of the progress of our audit of the financial statements.

SCHEDULE

We began interim field work on the audit of the financial statements during the week of the June 2, 2009. During that period, we tested the following systems:

- Cash disbursements
- Payroll
- Cash receipts
- Attendance

Also, we examined and reviewed the following documents:

- Board minutes including applicable resolutions
- Insurance policy
- Legal correspondence
- Conflict of Interest
- Employee/employer contribution reports
- Investment/Bank account statements
- Debt service schedules for loans and bonds
- Credit card statements
- Employee reimbursement claim forms.
- Interviews with management and others concerning fraud within the entity
- Review budget to actual reports to date

OFFICES: BEVERLY HILLS · SANTA MARIA

We reviewed the policies and procedures of the School and spoke to employees regarding the internal control and risk areas of the entity.

We anticipate returning to the School approximately during the week of the August 24, 2009 to perform the following procedures:

- Send confirmation to confirm bank/investment account balances, legal disclosure, insurance coverage and long term debt balances
- Finalize all testing and other interim fieldwork materials
- Review minutes through the end date of our fieldwork
- Perform Single Audit, if applicable
- Perform additional State Compliance, if applicable
- Other compliance with laws, regulations and grant agreements, if applicable
- Test of balance sheet items
 - o Review prepaid items
 - o Review fixed asset additions, dispositions, and depreciation
 - o Review year end accruals of payables, receivables, and payroll.
 - o Review long term debt balance, if applicable
- Perform analytical procedures between current and prior year, and budget to actual
- Review final budget to actual reports
- Speak to management about any internal control findings and suggestions

MANAGEMENT RESPONSIBILITIES

Management is responsible for establishing and maintaining internal control and for compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. The objectives of internal control are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of basic financial statements in accordance with accounting principles generally accepted in the United States of America, and that federal award programs are managed in compliance with applicable laws and regulations and the provisions of contracts and grant agreements. Management is responsible for making all financial records and related information available to us. It is management's responsibility to provide us with such information required for our audit and for the accuracy and completeness of that information.

AUDITOR RESPONSIBILITIES

It is our responsibility to express an opinion as to whether your basic financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. It is also our responsibility to report on –

- Internal control related to the basic financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the basic financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that

could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

We will advise management about appropriate accounting principles and their application and will assist in the preparation of the basic financial statements, including the schedule of expenditures of federal awards, but the responsibility for the basic financial statements remains with management.

DISCUSSION WITH MANAGEMENT

After we completed our interim fieldwork, we spoke with management regarding any and all comments or findings we may have found during our testing of the internal control systems and also any suggestions we may have on the entity's policies and procedures. We answered any questions that management may have with our comments and findings or any questions they may have on our testing procedures. We also discuss any pending items we may have from fieldwork and when they can be provided to us. We discussed the scheduling of year end fieldwork and the documents that we will need at that time.

SIGNIFICANT FINDINGS

During our testing of internal control systems and our review of policies and procedures, we noted no significant deficiency or material weakness in the internal control systems, and in the policies and procedures of the entity.

If you questions or comments regarding any items discussed in this letter or other items, please feel free to contact us at the number and location listed below.

Moss, Levy & Hartzheim

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**PARTNERS**

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To the Board Members
of Synergy Academies

We have accepted an engagement with Synergy Kinetic Academy (School) to audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information for the fiscal year ended June 30, 2009. We are sending you this letter in regards to the Statement on Auditing Standards (SAS) No. 114, which establishes standards in regards to communications with those charged with governance. In the wake of well-publicized audit failures and emerging practices in corporate governance, expectations have increased for auditors to communicate openly and candidly with those charged with governance regarding significant findings and issues related to the audit. The Auditing Standards Board (ASB) believes that this Statement on Auditing Standards No. 114 will respond to the issues and expectations in the U.S. and will improve audit practice and serve the public interest.

In regards to this Statement on Auditing Standards, we wish to notify you of the progress of our audit of the financial statements.

SCHEDULE

We began interim field work on the audit of the financial statements during the week of the June 2, 2009. During that period, we tested the following systems:

- Cash disbursements
- Payroll
- Cash receipts
- Attendance

Also, we examined and reviewed the following documents:

- Board minutes including applicable resolutions
- Insurance policy
- Legal correspondence
- Conflict of Interest
- Employee/employer contribution reports
- Investment/Bank account statements
- Debt service schedules for loans and bonds
- Credit card statements
- Employee reimbursement claim forms.
- Interviews with management and others concerning fraud within the entity
- Review budget to actual reports to date

OFFICES: BEVERLY HILLS · SANTA MARIA

We reviewed the policies and procedures of the School and spoke to employees regarding the internal control and risk areas of the entity.

We anticipate returning to the School approximately during the week of the August 24, 2009 to perform the following procedures:

- Send confirmation to confirm bank/investment account balances, legal disclosure, insurance coverage and long term debt balances
- Finalize all testing and other interim fieldwork materials
- Review minutes through the end date of our fieldwork
- Perform Single Audit, if applicable
- Perform additional State Compliance, if applicable
- Other compliance with laws, regulations and grant agreements, if applicable
- Test of balance sheet items
 - o Review prepaid items
 - o Review fixed asset additions, dispositions, and depreciation
 - o Review year end accruals of payables, receivables, and payroll.
 - o Review long term debt balance, if applicable
- Perform analytical procedures between current and prior year, and budget to actual
- Review final budget to actual reports
- Speak to management about any internal control findings and suggestions

MANAGEMENT RESPONSIBILITIES

Management is responsible for establishing and maintaining internal control and for compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. The objectives of internal control are to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, that transactions are executed in accordance with management's authorizations and recorded properly to permit the preparation of basic financial statements in accordance with accounting principles generally accepted in the United States of America, and that federal award programs are managed in compliance with applicable laws and regulations and the provisions of contracts and grant agreements. Management is responsible for making all financial records and related information available to us. It is management's responsibility to provide us with such information required for our audit and for the accuracy and completeness of that information.

AUDITOR RESPONSIBILITIES

It is our responsibility to express an opinion as to whether your basic financial statements are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America and to report on the fairness of the additional information referred to in the first paragraph when considered in relation to the basic financial statements taken as a whole. It is also our responsibility to report on –

- Internal control related to the basic financial statements and compliance with laws, regulations, and the provisions of contracts or grant agreements, noncompliance with which could have a material effect on the basic financial statements in accordance with *Government Auditing Standards*.
- Internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that

could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*.

We will advise management about appropriate accounting principles and their application and will assist in the preparation of the basic financial statements, including the schedule of expenditures of federal awards, but the responsibility for the basic financial statements remains with management.

DISCUSSION WITH MANAGEMENT

After we completed our interim fieldwork, we spoke with management regarding any and all comments or findings we may have found during our testing of the internal control systems and also any suggestions we may have on the entity's policies and procedures. We answered any questions that management may have with our comments and findings or any questions they may have on our testing procedures. We also discuss any pending items we may have from fieldwork and when they can be provided to us. We discussed the scheduling of year end fieldwork and the documents that we will need at that time.

SIGNIFICANT FINDINGS

During our testing of internal control systems and our review of policies and procedures, we noted no significant deficiency or material weakness in the internal control systems, and in the policies and procedures of the entity.

If you questions or comments regarding any items discussed in this letter or other items, please feel free to contact us at the number and location listed below.

Moss, Levy & Hartzheim

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Synergy Academies
Matters Required to be Communicated to the Audit Committee
for the Year Ended June 30, 2010

In accordance with Auditing Standards issued by the Auditing Standards Board of the American Institute of Certified Public Accountants, we are preparing the following information required to be communicated to the Synergy Academies Audit Committee (or the Committee functioning in that capacity) based upon the results of our audit.

**ITEMS TO BE
COMMUNICATED**

AUDITOR'S RESPONSE

***The Auditor's Responsibility Under
Generally Accepted Auditing
Standards ("GAAS").***

The auditor should communicate the level of responsibility assumed for the internal control structure, illegal acts, and other matters under generally accepted auditing standards

Our level of responsibility is communicated annually through our engagement letter. An audit conducted in accordance with GAAS is designed to obtain reasonable, rather than absolute, assurance about the financial statements.

***Significant Accounting Policies and
Unusual Transactions.***

The auditor should determine that the Audit Committee is informed about the initial selection of and changes in significant accounting policies as well as the methods which are used to account for significant unusual transactions.

Significant accounting policies are described in Note 1.

***Management Judgments and
Accounting Estimates.***

The Audit Committee should be informed about the process used by management in forming particularly sensitive accounting estimates and about the basis for the auditor's conclusions regarding the reasonableness of those estimates.

Accounting estimates are required for establishing the allowance for receivables and the useful life of fixed assets, if applicable. We believe management's estimates are reasonable, based on our audit.

**ITEMS TO BE
COMMUNICATED**

AUDITOR'S RESPONSE

***Difficulties Encountered in
Performing the Audit.***

Serious difficulties encountered in dealing with management that related to the performance of the audit are required to be brought to the attention of the Audit Committee.

None were noted.

Irregularities and Illegal Acts.

The Audit Committee should be adequately informed of irregularities and illegal acts coming to the auditor's attention during the course of the audit.

Nothing came to our attention.

Significant Audit Adjustments

The Audit Committee should be adequately informed about adjustments arising from the audit that could individually or in the aggregate, have a significant effect on the entity's financial reporting process.

Adjustments noted during the audit process, both material and immaterial, are attached.

***Other Information in Documents
Containing Audited Financial
Statements.***

The Audit Committee should be informed as to the auditor's responsibility for information in a document containing audited financial statements, as well as any procedures performed, and the results.

Not applicable.

Disagreements with Management.

Disagreements with management, whether or not satisfactorily resolved, about matters that could be significant to the entity's financial statements or the auditor's report should be communicated to the Audit Committee.

There were no such disagreements.

**ITEMS TO BE
COMMUNICATED**

AUDITOR'S RESPONSE

***Major Issues Discussed with
Management Prior to Retention.***

The auditor should discuss any major issues that were discussed with management in connection with the recurring retention of the auditor.

There were no such issues discussed with Management prior to our recurring retention for the audit.

Consultation with Other Accountants.

The auditor should discuss their views with the Audit Committee if the auditor becomes aware that management has consulted with other accountants about auditing and accounting matters.

We are not aware of Synergy Academies consulting with any other accountants about auditing and accounting matters.

This report is intended solely for the use of Synergy Academies Audit Committee, management and others within the organization.

Client: **12239 - Synergy Academies**
Engagement: **12239 - Synergy Academies**
Period Ending: **6/30/2010**
Trial Balance: **GN02-01 - Synergy Academies consolidated Trial Balance**
Workpaper:

Account	Description	Debit	Credit
Adjusting Journal Entries JE # 1			
To adjust beginning net assets to agree to audited f/s report - CF 10/7/10			
5880-SCA	Miscellaneous operating expenses	1.00	
9791-SCA	Beginning Net Assets		1.00
Total		1.00	1.00

Adjusting Journal Entries JE # 3			
PBC - To record accrued vacation FY 2009-10 - CF 10/15/10			
1110-SCA	Teachers' Salaries	3,780.00	
1110-SKA	Teachers' Salaries	1,075.00	
1310-SKA	Certificated Supervisor and Administrator Salaries	5,099.00	
1310-SQA	Certificated Supervisor and Administrator Salaries	6,425.00	
2300-SCA	Office Admin	2,359.00	
2300-SKA	Office Admin	1,254.00	
1310-SKA	Certificated Supervisor and Administrator Salaries		2,971.00
9665-SCA	Compensated Absences Payable		3,168.00
9665-SKA	Compensated Absences Payable		7,428.00
9665-SQA	Compensated Absences Payable		6,425.00
Total		19,992.00	19,992.00

Adjusting Journal Entries JE # 4			
To reduce over-accrued AR for SKA's federal revenue. TT 10/18/10			
8220-SKA	Child Nutrition Programs - Federal	4,799.00	
9200-SKA	Accounts Receivable		4,799.00
Total		4,799.00	4,799.00

Adjusting Journal Entries JE # 5			
To adjust Walton and LASVF out of deferred into temp restricted revenue			
9650-SCA	Deferred Revenue	5,000.00	
9650-SQA	Deferred Revenue	20,000.00	
8690-SKA	Grants, donations & other		5,000.00
8690-SQA	Grants, donations & other		20,000.00
Total		25,000.00	25,000.00

Client: **12239 - Synergy Academies**
 Engagement: **12239 - Synergy Academies**
 Period Ending: **6/30/2010**
 Trial Balance: **GN02-01 - Synergy Academies consolidated Trial Balance**
 Workpaper:

Account	Description	Debit	Credit
Proposed JE # 2			
To adjust GP block grant to CDE schedule - CF 10/7/10			
8015-SCA	Charter Schools General Purpose Entitlement - State Aid	1,185.00	
9200-SCA	Accounts Receivable		1,185.00
Total		1,185.00	1,185.00

Synergy Quantum Academy (SQA)		YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Updated: 10/8/2010						
PROJECTED ENROLLMENT		360.00	460.00	550.00	550.00	550.00
PROJECTED ADA		342.00	437.00	522.50	522.50	522.50
Beginning Cash (from fundraising and/or Synergy reserves):		230,000				
Descriptions		11-12	12-13	13-14	14-15	15-16
REVENUES						
Revenue Limit Sources						
General Purpose Apportionment						
K-3	0	0	0	0	0	0
4-6	0	0	0	0	0	0
7-8	0	0	0	0	0	0
9-12	1,545,426	2,000,248	2,422,440	2,453,588	2,485,047	
Add: Property Tax Revenue		453,150	579,025	692,313	692,313	692,313
TOTAL REVENUE LIMIT SOURCES		1,998,576	2,579,273	3,114,753	3,145,900	3,177,359
		68%	68%	69%	68%	68%
Federal Revenues						
Title I	114,511	147,783	178,464	180,249	182,051	
Title II - Teacher Quality	5,735	7,401	8,938	9,027	9,118	
Title II - EETT	-	-	-	-	-	
Title III - LEP	3,420	4,370	5,225	5,225	5,225	
Title V - Innovative Educational Programs	9,559	12,336	14,897	15,046	15,196	
ARRA/SFSF (one time funds)	-	-	-	-	-	
Federal Nutrition Revenues	117,065	151,079	182,445	184,269	186,112	
Special Education - IDEA	64,720	83,524	100,865	101,873	102,892	
CDE Implementation Grants	-	-	-	-	-	
TOTAL FEDERAL REVENUES		315,010	406,494	490,834	495,690	500,594
		11%	11%	11%	11%	11%
State Revenues						
Supplemental Instruction	-	-	-	-	-	
Special Education - AB602	202,935	261,899	316,271	319,434	322,628	
Class Size Reduction	-	-	-	-	-	
Economic Impact Aid	58,583	58,583	74,855	89,501	89,501	
Categorical Block Grant	139,019	179,412	216,660	218,826	221,015	
State Nutrition	9,517	12,282	14,832	14,980	15,130	
State Facilities Grant payments & SB740	225,000	236,250	248,063	260,466	273,489	
State Lottery	-	41,637	53,735	64,891	65,540	
TOTAL STATE REVENUES		635,054	790,063	924,416	968,098	987,303
		22%	21%	20%	21%	21%
Other Local Revenues						
Fundraising	0	0	0	0	0	
Food sales	3,078	3,933	4,703	4,703	4,703	
Interest Income	1,000	2,000	2,000	2,000	2,000	
Other Local (Grants, etc)	0	0	0	0	0	
TOTAL OTHER LOCAL REVENUES		4,078	5,933	6,703	6,703	6,703
		0%	0%	0%	0%	0%
TOTAL REVENUE		2,952,718	3,781,763	4,536,705	4,616,391	4,671,959
EXPENDITURES						
PERSONNEL COSTS						
Certificated Salaries						
Teacher Salaries (Includes core & other)	615,000	951,455	1,291,536	1,323,824	1,356,920	
Teachers - Supplemental Instruction	42,750	63,270	83,790	83,790	83,790	
Teachers - Staff development	-	-	-	-	-	
School Counselor	-	53,531	54,870	56,241	57,647	
RSP Teacher	54,325	113,366	116,200	119,105	122,083	
Principal	78,925	81,898	83,946	86,044	88,195	
Assistant Principal	-	-	-	-	-	
Other Admin (CAO, CEO)	102,061	105,897	108,196	110,901	113,673	
TOTAL CERTIFICATED SALARIES		893,061	1,369,418	1,738,537	1,779,906	1,822,309
		34%	41%	43%	43%	42%
Classified Salaries						
Administrative (Admin Asst, Dir of Ops) - FT	58,487	61,279	62,811	64,381	65,991	
Administrative (Admin Asst, Dir of Ops) - PT	-	-	-	-	-	
Campus Assistants, Maintenance & Ops - FT	25,360	26,994	27,669	28,361	29,070	
Campus Assistants, Maintenance & Ops - PT	101,442	134,972	166,016	170,166	174,420	
Other - FT	43,710	91,606	93,896	96,243	98,649	
Other - PT	-	-	-	-	-	
TOTAL CLASSIFIED SALARIES		228,999	314,851	350,392	359,152	368,131
		9%	9%	9%	9%	9%
Employee Benefits						
STRS	73,678	112,977	143,429	146,842	150,340	
PERS/ALTERNATE RETIREMENT	13,999	20,235	21,259	22,335	27,472	

FICA/OASDI	14,198	19,521	21,724	22,267	22,824
Medicare	16,270	24,422	30,289	31,016	31,761
Health & Welfare (incl, medical, dental, life, vision)	128,644	210,120	281,411	309,552	340,507
SUI - unemployment	12,714	18,227	22,083	22,083	22,083
Worker's Comp	19,636	29,475	36,556	37,434	38,333
TOTAL EMPLOYEE BENEFITS	279,139	434,976	556,752	591,530	633,321
	11%	13%	14%	14%	15%
TOTAL PERSONNEL COSTS	1,401,199	2,119,245	2,645,681	2,730,587	2,823,761
	53%	63%	65%	66%	66%
Books & Supplies					
Textbooks	180,000	68,000	68,000	27,500	27,500
Prof. & Other	937	1,447	1,910	1,910	1,910
Classroom supplies	72,000	69,000	57,750	57,750	57,750
Materials & Office	36,000	46,000	55,000	55,000	55,000
Postage & Delivery	2,520	3,220	3,850	3,850	3,850
Computer software	14,400	19,320	23,100	23,100	23,100
Field Trips	5,513	5,788	5,788	5,788	5,788
Custodial Supplies	12,600	16,100	19,250	19,250	19,250
Other Supplies	48,510	65,081	77,814	77,814	77,814
Noncap Equipment	90,000	57,500	68,750	68,750	137,500
Food	136,080	175,619	212,079	214,200	216,342
Other Food Supplies	-	-	-	-	-
TOTAL BOOKS & SUPPLIES	598,560	527,075	593,291	554,912	625,804
	23%	16%	15%	13%	15%
Other Operating Expenses					
Special Education	54,000	70,725	86,677	88,843	91,065
Prof. development	290	304	304	304	304
PD - Travel & Conf	4,052	4,254	4,254	4,254	4,254
Dues & Subscriptions	11,576	12,155	12,155	12,155	12,155
Insurance	18,000	23,000	27,500	27,500	27,500
Utilities & Telephone	8,840	9,194	9,195	9,196	9,197
Rent & Lease	300,000	315,000	330,750	347,288	364,652
Equipment rental/maintenance	4,000	4,326	4,327	4,328	4,329
Facilities Maintenance Fees	29,527	37,818	45,367	46,164	46,720
Printing	10,000	12,000	12,000	12,000	12,000
Student Testing & Assessments	-	-	-	-	-
Contracted Services - Substitutes	11,900	17,500	23,100	23,100	23,100
Other Contracted services	6,000	6,000	6,000	6,000	6,000
Business Management	18,715	19,464	19,464	19,464	19,464
Audit	8,279	8,610	8,610	8,610	8,610
Legal	8,820	9,261	9,261	9,261	9,261
Student Data Software	2,160	3,680	4,400	4,400	4,400
TOTAL OTHER OPERATING EXPENSES	496,159	553,291	603,364	622,867	643,010
	19%	16%	15%	15%	15%
CAPITAL OUTLAY					
Furniture & Fixtures	-	-	-	-	-
Equipment	-	-	-	-	-
Construction in Progress/Building Improvements	-	-	-	-	-
TOTAL CAPITAL OUTLAY	-	-	-	-	-
	0%	0%	0%	0%	0%
OTHER OUTGO					
Interest on loans, loan fees	-	-	-	-	-
District Admin fees (1% of GP, Categorical, P.tax, EIA)	21,962	28,173	34,063	34,542	34,879
SpEd LAUSD Fair Share Costs	107,062	138,169	166,854	168,523	170,208
TOTAL OTHER OUTGO	129,024	166,342	200,917	203,065	205,087
	5%	5%	5%	5%	5%
TOTAL EXPENSES	2,624,941	3,365,952	4,043,253	4,111,431	4,297,661
NET	327,776	415,811	493,452	504,960	374,298
BEGINNING CASH	230,000	135,036	417,564	666,712	1,146,096
ADJUSTMENTS TO CASH:					
Proceeds from loans	-	-	-	-	-
Principal payments on loans	-	-	-	-	-
Other change in balance sheet accounts	(422,740)	(133,283)	(244,304)	(25,576)	(16,001)
ENDING CASH BALANCE	135,036	417,564	666,712	1,146,096	1,504,392
CONTINGENCY RESERVE (5% OF EXPENDITURES)	131,247	168,298	202,163	205,572	214,883
Contingency reserve met?	YES	YES	YES	YES	YES