

GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES

SYNERGY EDUCATION PROJECT GOALS AND ACTIONS TO ACHIEVE THE STATE PRIORITIES	
<p>Pursuant to Education Code Section 47605(b)(5)(A)(ii), following is a table describing Synergy’s annual goals to be achieved in the state priorities schoolwide and for all pupil subgroups, as described in Education Code Section 52060(d), and specific annual actions to achieve those goals.</p> <p><u>Local Control Accountability Plan (“LCAP”)</u></p> <p>Pursuant to Education Code Section 47606.5, Synergy will produce a Local Control Accountability Plan (“LCAP”), which shall update the goals and annual actions identified below, using the LCAP template adopted by the State Board of Education. Synergy shall submit the LCAP to the District and the County Superintendent of Schools annually on or before July 1, as required by Education Code Section 47604.33.</p> <p>The LCAP and any revisions necessary to implement the LCAP shall not be considered a material revision to the charter, and shall be maintained by Synergy at the school site.</p> <p>Because each state priority has multiple parts, in order to align with the goals and annual actions to these multiple parts of each state priority, Synergy has separated out the state priorities into “subpriorities.”</p>	
<u>STATE PRIORITY #1— BASIC SERVICES</u>	
<p><i>The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))</i></p>	
SUBPRIORITY A – TEACHERS	
GOAL TO ACHIEVE SUBPRIORITY	Encore Education Corporation will hire and retain highly qualified, credentialed teachers within the subject area of instruction for all core instruction.
ACTIONS TO ACHIEVE GOAL	Encore Education Corporation will utilize edjoin.org and job fairs to recruit appropriate candidates. Teachers hired for core curriculum must possess a minimum of an intern eligible credential in the appropriate course of study. Teachers will have to follow state guidelines to clear credential. 100% of core teachers will possess the appropriate credential.
SUBPRIORITY B – INSTRUCTIONAL MATERIALS	
GOAL TO ACHIEVE SUBPRIORITY	Synergy will engage a variety of methods to deliver adopted academic content and performance standards as adopted by the state board for all pupils including English Learners, ethnic subgroups, socioeconomic disadvantaged pupils, pupils with disabilities, and foster youth. Instructional materials will include CCSS adopted textbooks and other resources including but not limited to technology resources, ancillary reading materials, and resources available on the internet.
ACTIONS TO ACHIEVE GOAL	Teacher lesson/pacing plans will reflect CCSS. Encore’s executive team will work with Synergy staff and faculty to customize lesson plans and materials to be purchased with designated funding to align with CCSS. Materials needed for interventions and supplemental engagement will be available in appropriate levels and languages to best assist all subgroups.
SUBPRIORITY C – FACILITIES	
GOAL TO ACHIEVE SUBPRIORITY	Encore Education Corporation will lease appropriate facilities to house the entire operation of Synergy Education Project within the jurisdiction of PUSD.

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ACTIONS TO ACHIEVE GOAL	Encore Education Corporation will work with the city of Pittsburg to find appropriate location(s) that can house a minimum of 10 classrooms that are approved by the city planning department for a long term campus location. Synergy will work to secure certificate of occupancy for building(s) for classes to commence on scheduled start date.
STATE PRIORITY #2— IMPLEMENTATION OF COMMON CORE STATE STANDARDS	
<i>Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency</i>	
SUBPRIORITY A – CCSS IMPLEMENTATION	
GOAL TO ACHIEVE SUBPRIORITY	Synergy will successfully implement CCSS throughout all course studies.
ACTIONS TO ACHIEVE GOAL	Encore Education Corporation has an Executive Director that works directly with a CCSS implementation team that continues professional development and meets with Synergy teachers regularly to train, direct, and share expectations with fellow faculty.
SUBPRIORITY B – EL STUDENTS & ACADEMIC CONTENT KNOWLEDGE	
GOAL TO ACHIEVE SUBPRIORITY	Synergy will engage a variety of methods to deliver adopted academic content and performance standards as adopted by the state board for all pupils, including English Learners, ethnic subgroups, socioeconomic disadvantaged pupils, and foster youth.
ACTIONS TO ACHIEVE GOAL	Teachers lesson/pacing plans will reflect CCSS. Any modifications made for special populations and / or subgroups are noted on the electronic gradebook, including English Learners. Special populations and / or subgroups will be offered different services including after school tutoring, EL Coordinator, in school tutoring, study skills coaching, and response to intervention coaching.
SUBPRIORITY C – EL STUDENTS & ENGLISH LANGUAGE PROFICIENCY	
GOAL TO ACHIEVE SUBPRIORITY	Synergy will work to help EL Students move through the reclassification process toward English proficient.
ACTIONS TO ACHIEVE GOAL	Synergy’s faculty will document the implementation of CCSS for all students, including EL. Progress will be measured by the percentage rate of EL’s that become English Proficient and how many are reclassified. Also used as a method of measure are CST data (or equivalent), Benchmarks, and using other indicators of student and state performance measures when available.
STATE PRIORITY #3— PARENTAL INVOLVEMENT	
<i>Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation</i>	
SUBPRIORITY A – ACHIEVING/MAINTAINING PARENTAL INVOLVEMENT	
GOAL TO ACHIEVE SUBPRIORITY	Parents will actively engage in input in decision making and participate in programs.
ACTIONS TO ACHIEVE GOAL	Synergy will use a variety of resources to acquire the help from parents on campus. At home surveys, a staff member designated for parent coordination, a parent liaison placed on the oversight school boards, and a parent involvement request each year will help keep parents engaged.
SUBPRIORITY B – PROMOTING PARENT PARTICIPATION	
GOAL TO ACHIEVE SUBPRIORITY	Synergy will use a variety of methods to communicate with parents to promote and ask for parent participation.
ACTIONS TO ACHIEVE	Synergy will use a variety of methods to communicate with parents regularly

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GOAL	including but not limited to email blasts, all call systems, direct contact, request for input, call surveys, letters mailed home, surveys sent home, and requests to participate in parent meetings. Parents undergo an orientation session prior to enrollment.
STATE PRIORITY #4— STUDENT ACHIEVEMENT	
<i>Pupil achievement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. California Assessment of Student Performance and Progress (CAASPP) statewide assessment B. The Academic Performance Index (API) C. Percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC) E. EL reclassification rate F. Percentage of pupils who have passed an AP exam with a score of 3 or higher G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness 	
SUBPRIORITY A – CAASPP: ELA/LITERACY AND MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Students will perform at or above grade level in the areas of ELA and Mathematics
ACTIONS TO ACHIEVE GOAL	Synergy will implement uniform benchmark tests created through TestWiz (NWEA) or similar program to be able to gauge progress as a result of the classroom seat time.
SUBPRIORITY B – API	
GOAL TO ACHIEVE SUBPRIORITY	Synergy will surpass the state average for high school API (or equivalent) within five years of change of management.
ACTIONS TO ACHIEVE GOAL	Synergy will use a variety of methods to teach CCSS and to check progress through the use of uniform benchmark tests.
SUBPRIORITY C – UC/CSU COURSE REQUIREMENTS (OR CTE)	
GOAL TO ACHIEVE SUBPRIORITY	The majority of graduating seniors of Synergy will complete coursework that is equivalent to at least the admissions standards for UC and CSU consideration
ACTIONS TO ACHIEVE GOAL	Synergy will adopt UC and CSU admissions requirements as the graduation requirements for Synergy seniors.
SUBPRIORITY D – EL PROFICIENCY RATES	
GOAL TO ACHIEVE SUBPRIORITY	English Learners will advance one level each year toward English proficiency as measured annually by the California English Language Development Test (CELDT) or a sanctioned replacement assessment.
ACTIONS TO ACHIEVE GOAL	Upon enrollment, the original Home Language Survey in the students' cumulative folder from previous enrollment in a California school will be reviewed, as well as any prior CELDT scores, in order to best determine the current level of the student. If no prior Home Language Survey exists, one will be completed upon enrollment at Encore.
SUBPRIORITY E – EL RECLASSIFICATION RATES	
GOAL TO ACHIEVE	English Learners will be reclassified within three years.

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SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	Upon enrollment, the original Home Language Survey in the students' cumulative folder from previous enrollment in a California school will be reviewed, as well as any prior CELDT scores, in order to best determine the current level of the student. If no prior Home Language Survey exists, one will be completed upon enrollment at Encore.
SUBPRIORITY F – AP EXAM PASSAGE RATE: ENCORE WILL NOT OFFER AP COURSES	
SUBPRIORITY G – COLLEGE PREPAREDNESS/EAP	
GOAL TO ACHIEVE SUBPRIORITY	For each year of the charter, students will demonstrate college preparedness pursuant to the EAP.
ACTIONS TO ACHIEVE GOAL	Students will be exposed to rigorous college – ready curriculum while attending Synergy.
STATE PRIORITY #5— STUDENT ENGAGEMENT	
<i>Pupil engagement, as measured by all of the following, as applicable:</i>	
<ul style="list-style-type: none"> A. School attendance rates B. Chronic absenteeism rates C. Middle school dropout rates (EC §52052.1(a)(3)) D. High school dropout rates E. High school graduation rates 	
SUBPRIORITY A – STUDENT ATTENDANCE RATES	
GOAL TO ACHIEVE SUBPRIORITY	An average of 94% of enrolled students will attend Synergy daily.
ACTIONS TO ACHIEVE GOAL	<p>The following actions will be put into place to help Synergy achieve the student attendance rate goal:</p> <ol style="list-style-type: none"> 1. Perfect attendance incentives 2. Parent education in handbooks and letters home describing the importance of daily attendance 3. Full Time attendance clerk dedicating to clearing and recording absences 4. Implementing SARB policies and processes 5. Requiring attendance to class as part of the overall grade within a course 6. Individualized attention will be given to all students including subgroups to insure that students maintain good attendance. This includes students within the following subgroups (ethnic subgroups, socioeconomic disadvantaged pupils, English Learners, Pupils with disabilities, and foster youth)
SUBPRIORITY B – STUDENT ABSENTEEISM RATES	
GOAL TO ACHIEVE SUBPRIORITY	A maximum of 6% of enrolled students will be absent from school in regards to average daily attendance.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Health and Wellness policies will promote helping to keep students from getting sick. 2. Perfect attendance incentives 3. Parent education in handbooks and letters home describing the

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	<p>importance of daily attendance</p> <ol style="list-style-type: none"> 4. Full Time attendance clerk dedicating to clearing and recording absences 5. Implementing SARB policies and processes 6. Requiring attendance to class as part of the overall grade within a course 7. Instruction targeted at all subgroups within the skills courses taught at Synergy. Subgroups include ethnic, socioeconomic disadvantaged, English learners, pupils with disabilities, and foster youth
SUBPRIORITY C – MIDDLE SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	Middle School student dropout rates will not exceed 2% average dropout rate.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Synergy will refer all middle school students exiting Synergy to their home district. 2. Attendance clerk will keep CALPADS up to date to be able to document student enrollment and exits 3. Parent communication about the importance of following Synergy's six year graduation plan will take place annually within the parent handbook. 4. Exit surveys administered to all students that decide to leave Synergy will help administration and staff improve programs. 5. Synergy will offer a variety of programs that will keep students involved in school. 6. Rtl coaches and study skills instructors will work directly with subgroups as needed to help make education a priority. Subgroups include ethnic, socioeconomic disadvantaged, English learners, pupils with disabilities, and foster youth.
SUBPRIORITY D – HIGH SCHOOL DROPOUT RATES	
GOAL TO ACHIEVE SUBPRIORITY	High School student dropout rates will not exceed 20% average dropout rate.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Synergy will refer all high school students exiting Synergy to their home district. 2. Attendance clerk will keep CALPADS up to date to be able to document student enrollment and exits 3. Parent communication about the importance of following Synergy's six year graduation plan will take place annually within the parent handbook. 4. Exit surveys administered to all students that decide to leave Synergy will help administration and staff improve programs. 5. Encore will offer a variety of programs that will keep students involved in school. 6. Counselors will build relationships with "at risk" students within all subgroups including ethnic subgroups, socioeconomic disadvantaged pupils, English learners, pupils with disabilities, and foster youth.
SUBPRIORITY E – HIGH SCHOOL GRADUATION RATES	
GOAL TO ACHIEVE SUBPRIORITY	At least 90% of all Synergy high school students will graduate.

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<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Synergy will employ a variety of methods to help high school students understand the importance of graduating from high school.</p> <ol style="list-style-type: none"> 1. Full time counselors will help guide students through the six year plan. 2. Synergy will publish the six year plan in the annual parent/student handbook. 3. Synergy will use a variety of intervention programs to guide struggling students including SSTs and RtI coaches. 4. Counselors, teachers, and administrators will work together to help direct students within subcategories to help them successfully graduate from high school. This includes ethnic subgroups, socioeconomic disadvantaged pupils, English learners, pupils with disabilities, and foster youth.
<p>STATE PRIORITY #6— SCHOOL CLIMATE <i>School climate, as measured by all of the following, as applicable:</i></p> <ol style="list-style-type: none"> A. Pupil suspension rates B. Pupil expulsion rates C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness 	
<p>SUBPRIORITY A – PUPIL SUSPENSION RATES</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Synergy’s goal is to be at less than a 5% average annual suspension rate of students enrolled at Synergy Education Project.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Synergy will publish and send home with all students and interested students copies of the latest parent/student handbook.</p>
<p>SUBPRIORITY B – PUPIL EXPULSION RATES</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>Synergy’s goal is be at less than a 5% average annual expulsion rate of students enrolled at Synergy Education Project.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Synergy will publish and send home with all students and interested students copies of the latest parent / student handbook.</p>
<p>SUBPRIORITY C – OTHER SCHOOL SAFETY AND SCHOOL CONNECTEDNESS MEASURES (SURVEYS)</p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>The majority of students and staff at Synergy feel that they are in a supportive environment.</p>
<p>ACTIONS TO ACHIEVE GOAL</p>	<p>Synergy will employ the use of an annual survey (NSLP model or equivalent) that asks questions regarding the health, safety, and well being of the school climate. Synergy will work to employ methods of education on how students can work together to create a supportive environment.</p>
<p>STATE PRIORITY #7— COURSE ACCESS <i>The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.</i> <i>“Broad course of study” includes the following, as applicable:</i> <i>Grades 1-6: English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)</i> <i>Grades 7-12: English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))</i></p>	
<p>GOAL TO ACHIEVE SUBPRIORITY</p>	<p>All students have the opportunity to participate in the full scope of programs offered at Synergy</p>

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ACTIONS TO ACHIEVE GOAL	Synergy will use the full inclusion method for all students including, but not limited to, ethnic subgroups, socioeconomic disadvantaged pupils, English learners, pupils with disabilities, foster youth, EL, 504, and SPED.
STATE PRIORITY #8—OTHER STUDENT OUTCOMES	
<i>Pupil outcomes, if available, in the subject areas described above in #7, as applicable.</i>	
SUBPRIORITY A – ENGLISH	
GOAL TO ACHIEVE SUBPRIORITY	Majority of students will be at or above grade level within the area of English.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Synergy will hire and retain highly qualified, credentialed teachers within the subject area of English. 2. Synergy will engage a variety of methods to deliver adopted academic content and performance standards as adopted by the state board for all pupils, including English learners. 3. Synergy will work to increase student achievement by filling in gaps in fundamental knowledge. 4. Teachers will work individually for all students including, but not limited to, ethnic subgroups, socioeconomic disadvantaged pupils, English learners, pupils with disabilities, foster youth, EL, 504, and SPED.
SUBPRIORITY B – MATHEMATICS	
GOAL TO ACHIEVE SUBPRIORITY	Majority of students will be at or above grade level within the area of Mathematics.
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Synergy will hire and retain highly qualified, credentialed teachers within the subject area of Mathematics. 2. Synergy will engage a variety of methods to deliver adopted academic content and performance standards as adopted by the state board for all pupils, including English learners. 3. Synergy will work to increase student achievement by filling in gaps in fundamental knowledge. 4. Teachers will work individually for all students including, but not limited to, ethnic subgroups, socioeconomic disadvantaged pupils, English learners, pupils with disabilities, foster youth, EL, 504, and SPED.
SUBPRIORITY C – SOCIAL SCIENCES	
GOAL TO ACHIEVE SUBPRIORITY	Majority of students will be at or above grade level within the area of Social Sciences (Humanities).
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Synergy will hire and retain highly qualified, credentialed teachers within the subject area of Social Sciences (Humanities). 2. Synergy will engage a variety of methods to deliver adopted academic content and performance standards as adopted by the state board for all pupils, including English learners. 3. Synergy will work to increase student achievement by filling in gaps in fundamental knowledge. 4. Teachers will work individually for all students including, but not limited to, ethnic subgroups, socioeconomic disadvantaged pupils, English learners, pupils with disabilities, foster youth, EL, 504, and SPED.
SUBPRIORITY D – SCIENCE	
GOAL TO ACHIEVE	Majority of students will be at or above grade level within the area of Science.

SUBPRIORITY	
ACTIONS TO ACHIEVE GOAL	<ol style="list-style-type: none"> 1. Synergy will hire and retain highly qualified, credentialed teachers within the subject area of Science. 2. Synergy will engage a variety of methods to deliver adopted academic content and performance standards as adopted by the state board for all pupils, including English learners. 3. Synergy will work to increase student achievement by filling in gaps in fundamental knowledge. 4. Teachers will work individually for all students including, but not limited to, ethnic subgroups, socioeconomic disadvantaged pupils, English learners, pupils with disabilities, foster youth, EL, 504, and SPED.
SUBPRIORITY E – VISUAL AND PERFORMING ARTS	
GOAL TO ACHIEVE SUBPRIORITY	Students of Synergy will complete a minimum of one year (10 credits) of fine arts core courses as part of the six year graduation plan.
ACTIONS TO ACHIEVE GOAL	Synergy will invoke the one year of a completed course in a fine arts class (defined as music, drama, or dance) by enrolling all students in at least one course prior to graduation.
SUBPRIORITY F – PHYSICAL EDUCATION	
GOAL TO ACHIEVE SUBPRIORITY	Students of Synergy will complete a minimum of two years (20 credits) designated within a non-core physical education course to complete the Synergy six year plan.
ACTIONS TO ACHIEVE GOAL	Counselors of Synergy will enroll students within a physical education class for a total of four semesters within the six year plan.
SUBPRIORITY H – FOREIGN LANGUAGES (GRADES 7-12 ONLY)	
GOAL TO ACHIEVE SUBPRIORITY	Students of Synergy will complete a minimum of one year (20 credits) designated within a foreign language course in order to complete the Synergy six year plan.
ACTIONS TO ACHIEVE GOAL	Counselors of Synergy will enroll students within a foreign language class for total of two semesters within the six year plan.

Synergy’s Plan for Subgroups

(ethnic subgroups, socioeconomic disadvantaged pupils, pupils with disabilities, and foster youth)

Synergy School will comply with all federal, state and judicial mandates for all pupils including but not limited to specialized subgroups.

Identification of Subgroups

Pupils that can be identified within a subgroup will be identified through the use of CALPADS reporting, parent surveys, and teacher identification.

PLAN FOR FOSTER YOUTH STUDENTS -

Synergy will work directly with the programs developed by the California Department of Education within the Foster Youth programs to insure that Synergy remains in compliance. The school counselor will act as the on campus homeless and foster youth liaison.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING –

Low achieving students may be identified by their CAASP assessment scores, their course performance (D or F), performance on basic skills tests, and teacher observation.

Synergy follows a progressive multi-tier Response to Intervention (Rtl) model in meeting the needs of low achieving students. Students that are identified as struggling by teachers and instructors will be given a variety of methods to help them progress dependent on how much help is designated as a need for each student. Supports may include:

- 1) Small class sizes
- 2) Innovative scheduling to allow for additional individualized tutoring and mentoring;
- 3) Individual and small group attention that focuses on mastering the current learning;
- 4) Mastery learning process that builds in review and reassessment;
- 5) Extended day to provide extra learning time;
- 6) Optional extended courses; or after school tutoring
- 7) Technology assisted learning through web-based programs
- 8) Focus on key students during staff meetings
- 9) Additional focused in class interventions, modifications and accommodations
- 11) Mentoring by the Rtl coach
- 12) Student Success Team (SST) meetings

STUDY SKILLS, GRADE 7 - This class targets all students along with low achieving students to help them learn how to learn.

HEALTH & STUDY SKILLS, GRADE 8 – Eighth grade students can enroll in a course that focuses on basic math skills during the first quarter, typing for one quarter, test taking for one quarter, then health for the rest of the year with a focus in helping low achieving math students fill in math gaps during the first quarter.

STUDY SKILLS, GRADES 9 – 12 – This is an elective class that is open to all students and may be required for students that struggle. This course provides block tutoring, access to additional resources such as the Khan Academy, and scheduled study skills curriculum to reinforce study habits with low performing students. This course also provides extra study hall time to help students complete tasks.

RESPONSE TO INTERVENTION – An Rtl coach that specifically targets students that are failing their academic courses will be assigned to students that struggle. This coach

meets with students regularly to reinforce study habits, check in on student progress, and provide motivation and support to the struggling student. The Rtl coach also coordinates in class interventions, modifications, accommodations, SST meetings, and if required referrals to Special Education.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING –

High achieving students are identified by their CAASPP assessment scores, their course performance (A), and teacher observation.

Students will be placed in honors classes with other students that are at the same academic level based on placement exams during the beginning of each school year and by ongoing review of the teachers. Students that display accelerated standards will have the opportunity to work in honors classes that teach the same general curriculum, but with more critical and creative thinking involved. “Academically high” should not translate into more work, but more thinking. Students may be encouraged to consider concurrent enrollment in college classes. Completed college classes may be awarded credit towards high school graduation requirements.

Response to the needs of high achieving students may include:

- Advanced Projects
- Innovative scheduling to allow for mentoring that leads to learning extensions;
- Individual and small group attention that focuses on extending the current learning;
- Provide extensive college counseling to ensure that all students are fully informed of costs, aid, and support services provided by the college;
- Provide study skills and learning strategies for college courses;
- Provide personal coaching in choosing a major;
- Encourage career internships.

PLAN FOR STUDENTS WITH DISABILITIES –

Overview

Synergy shall comply with all applicable state and federal laws in serving students with disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”) and the Individuals with Disabilities in Education Improvement Act (“IDEIA”).

Synergy shall comply with all state and federal laws related to the provision of special education instruction and related services and all SELPA policies and procedures; and shall utilize appropriate SELPA forms.

Synergy may request related services (e.g. Speech, Occupational Therapy, Adapted P.E., Nursing, and Transportation) from the SELPA, subject to SELPA approval and availability. Synergy may also provide related services by hiring credentialed or licensed providers through private agencies or independent contractors.

Synergy shall be solely responsible for its compliance with Section 504 and the ADA. The facilities to be utilized by Synergy shall be accessible for all students with disabilities.

Education Program for Students with Disabilities

Synergy will use the following procedures to serve students with disabilities. These efforts include:

1. The Rtl process and if required the establishment of a Student Success Team to exhaust all general education alternatives before a referral to Special Education is made;
2. The inclusion of testing procedures and the evaluation thereof which allows for the pre-identification of children with disabilities;
3. Annual in-service for faculty regarding the identification of children with disabilities.

Synergy will hire a highly qualified credentialed teacher in the area of special education. This position will be extended to a full time position when needed. Synergy will also designate appropriate space on campus for the special needs of ELL, Section 504, Rtl and Special Education Students.

Additionally, Synergy will serve its special education students by:

1. Following a full inclusion model as implemented at Encore High School – High Desert
2. A highly qualified credentialed teacher will be designated as an inclusion specialist that works directly with a case load of up to 30 students

3. Special Education Aides will be hired at a rate of 1 per 15 full inclusion special education students to be able to assist regular education teachers within the classroom models
4. Inclusion Specialists will work directly with regular education teachers to implement policies and documentation regarding modifications and accommodations for caseload.
5. Extended day
6. Optional extended time in courses;
7. Technology assisted learning;
8. Accommodations provided in regular education classes;

Section 504 of the Rehabilitation Act

Synergy recognizes its legal responsibility to ensure that no qualified person with a disability shall, on the basis of disability, be excluded from participation, be denied the benefits of, or otherwise be subjected to discrimination under any program of Synergy. Any student, who has an objectively identified disability which substantially limits a major life activity including but not limited to learning, is eligible for accommodation by Synergy.

A 504 team will be assembled by the Executive Officer of Student Affairs and shall include the parent/guardian, the student (where appropriate) and other qualified persons knowledgeable about the student, the meaning of the evaluation data, placement options, and accommodations. The 504 team will review the student's existing records; including academic, social and behavioral records, and is responsible for making a determination as to whether an evaluation for 504 services is appropriate. If the student has already been evaluated under the IDEIA but found ineligible for special education instruction or related services under the IDEIA, those evaluations may be used to help determine eligibility under Section 504. The student evaluation shall be carried out by the 504 team, which will evaluate the nature of the student's disability and the impact upon the student's education. This evaluation will include consideration of any behaviors that interfere with regular participation in the educational program and/or activities. The 504 team may also consider the following information in its evaluation:

- Tests and other evaluation materials that have been validated for the specific purpose for which they are used and are administered by trained personnel.
- Tests and other evaluation materials including those tailored to assess specific areas of educational need, and not merely those which are designed to provide a single general intelligence quotient.
- Tests are selected and administered to ensure that when a test is administered to a student with impaired sensory, manual or speaking skills, the test results accurately reflect the student's aptitude or achievement level, or whatever factor

the test purports to measure, rather than reflecting the student's impaired sensory, manual or speaking skills.

The final determination of whether the student will or will not be identified as a person with a disability is made by the 504 team in writing and notice is given in writing to the parent or guardian of the student in their primary language along with the procedural safeguards available to them. If during the evaluation, the 504 team obtains information indicating possible eligibility of the student for special education per the IDEIA, a referral for assessment under the IDEIA will be made by the 504 team.

If the student is found by the 504 team to have a disability under Section 504, the 504 team shall be responsible for determining what, if any, accommodations or services are needed to ensure that the student receives a free and appropriate public education ("FAPE"). In developing the 504 Plan, the 504 team shall consider all relevant information utilized during the evaluation of the student, drawing upon a variety of sources, including, but not limited to, assessments conducted by Encore's professional staff.

The 504 Plan shall describe the Section 504 disability and any program accommodations, modifications or services that may be necessary.

All 504 team participants, parents, guardians, teachers and any other participants in the student's education, including substitutes and tutors, must have a copy of each student's 504 Plan. The site administrator will ensure that teachers include 504 Plans with lesson plans for short-term substitutes and that he/she review the 504 Plan with a long-term substitute. A copy of the 504 Plan shall be maintained in the student's file. Each student's 504 Plan will be reviewed at least once per year to determine the appropriateness of the Plan, needed modifications to the plan, and continued eligibility.

Synergy's Plan for English Learners

Synergy School will comply with all federal, state and judicial mandates for English Learners. All teachers employed by Synergy School will be CLAD certified and demonstrate competency in creating Project Based Learning opportunities and SDAIE lesson plans that include learning strategies for EL students. Synergy administrators will make every effort to employ a number of bilingual staff so that we may better serve EL students and their families.

Students enrolling in Synergy designated as English Learners will have a qualified staff member administer the CELDT. They will also participate in the schools initial assessment program for additional information on the EL students' academic performance level.

Given the demographics of Pittsburg Unified School District, Synergy expects that approximately 30% of its students will be designated English Learners. The school is

dedicated to providing EL students with an exceptional education while transitioning them to English Language Proficiency as soon as possible. In addition to a rigorous English language development program, Synergy acknowledges the importance of valuing students' native languages and reinforces an appreciation for the cultures, customs and traditions of all its students through the school's commitment to integrating multicultural studies and sensitivity throughout all learning programs.

Synergy students identified with limited English proficiency will achieve proficiency in English as quickly as possible through the school's instructional program and support services. EL students will not be excluded from education program or any extracurricular activities bases on an inability to speak or understand the English language. Parents of Synergy students with limited English proficiency will be provided with notices and information from the school in their native language to encourage their participation in the school.

Identifying Synergy's English Learners

The Home Language Survey, CELDT testing and Synergy's Baseline Assessment Program will help identify the EL student as well as provide critical information regarding their skill levels in the areas of reading comprehension, writing and mathematics.

- The Home Language Survey - will be completed for every Synergy student. A Beginning EL classification determination will be made upon enrollment for students who speak little to no English who are unable to take the CELDT assessment.
- CELDT – Within 30 days of enrollment or at the beginning of each school year, EL students will be administered the California English Language Development Test. The test will be done by a trained evaluator in the determination of where the student fits on the English acquisition scale. EL students who score above the established cut-off will be reclassified from EL status and be considered English proficient. Re-designated students will be monitored regularly through Synergy's extensive assessment program to ensure they are continuing develop their skills and are successful in their learning.
- Baseline Assessment Program – All students will be required to complete baseline assessments. For EL students, teachers will be using these assessments as indicators of the level of English language acquisition and using that information to help target instructional support. Portions of the baseline assessment program may be given in the student's first language.

EL Mentor Teacher

All designated EL students will be assigned an EL Mentor Teacher. EL Mentor Teachers will have demonstrated significant experience in working with EL populations of students and will seek and receive training opportunities specific to English Learners. The EL Mentor Teachers will act as an advocate for each EL student on their roster in knowing the intimate details of their EL designation and basic skills levels. They will provide EL leadership in their grade level groups when it comes to PBL development ensuring each project provides instructional strategies for EL students. They will also be

responsible for assessing EL students and recommending placement in Synergy's core academic program. As mentioned in the prior section, EL teachers will participate in a Professional Learning Community that will address the needs of EL students and families through the development of school policies and procedures.

Participation in the Core Learning Program

All Synergy students will participate in The Core Learning Program. PBL projects development will include instructional strategies for English Learners that support their needs in the regular classroom setting. A natural consequence of PBL is the contextual learning opportunities for EL students. The PBL learning environment gives concrete meaning because of constant exposure to real time concepts in English and in their native language. The use of the computer as opposed to text based learning gives the student more control over how to access the standards based information they must learn. For example, Odyssey Ware, an online coursework program, provides content support in Spanish and other languages making the content information highly accessible to the EL student. Teaching and learning strategies will also include:

- Skills level grouping for participation for some projects for students with CELDT designations of beginning language learners through early intermediate language learners. This allows for Mentor teachers to make accommodations in project assignments and materials resources to ensure access to the content.
- The use of realia in demonstrations and activities.
- Peer teaching and buddy learning strategies will be used for continuous practice in hearing and speaking English.

Curriculum accessible for EL students will include the following:

- Computer based technology that allows for EL students to research content information in their native language as well as English.
- Online supplemental materials that have an audio component that allows for information to be delivered in Spanish and English like Odyssey Ware, Study Island and Revolution Prep (CAHSEE).
- Text and ancillary materials offered in home languages as necessary

The Majors Program for English Learners – PBLEL

Students will be recommended for this program by their Mentor Teacher based on a number of factors including CELDT designations of beginning and intermediate level learners. PBLEL will provide focused instruction and project based learning specifically geared towards English language acquisition. It will be specifically designed and mandatory for beginning and early intermediate level EL students. The class sizes will be small and provide for intensive instruction and learning. The EL Mentor Teachers and the PBLEL Teacher will collaborate in designing PBLEL's projects. This group will be responsible for choosing text and audio based curriculum materials specifically geared towards instructing the EL student in the acquisition of skills in listening, speaking, reading and writing in English at grade level. Synergy's Programs Director or designee will receive information on the curriculum, a detailed plan for projects

implementation and the proposed plan for student assessments and evaluation methods. The Programs Director will approve such plans prior to the adoption of any EL curricular program.

The requirement that EL students be placed in the PBLEL class may be waived by parental consent. At the beginning of each school year, parents/guardians are informed of the placement of their child into PBLEL class and are notified of an opportunity to apply for a parental exception waiver. Parents will be directed to meet with the school director or designee to complete the waiver process.

Re-Designation of Synergy's EL Students

Proficiency in the English language of EL students is monitored by teachers and qualified evaluators annually using the CELDT and other assessment measures. The EL Mentor Teacher will be responsible for tracking these assessments and the student's progress towards proficiency. The EL Mentor Teacher in collaboration determines whether continued participation in PBLEL and other special support services is needed. Once the student has reached the appropriate proficiency it is the Mentor Teacher who makes the recommendation for re-designation as language proficient.

Once a student has reached English language proficiency specialized English –learning classes and services are no longer needed. An EL student may be considered as having acquired a “reasonable level of English proficiency” and may be reclassified as fluent English proficient using the following four criteria:

- An assessment of English Language Proficient on CELDT test
- Reasonable performance on base-line and quarterly benchmark assessments
- Mentor Teacher evaluation and recommendation
- Parent opinion and consultation

Prior to re-designation, the EL Mentor Teacher will coordinate a meeting with parents, teachers and a school counselor to discuss the student's English language proficiency, academic achievement and possible re-designation to Fluent English Proficient. This EL “team” will work together in deciding the designation or re-designation and with a special focus on any areas of academic weakness as they relate to the student's English skills along with plans to provide extra support should the student fall below satisfactory levels of performance. Re-designated students may also be recommended for level 1 of the school's Response to Intervention Program (RtI) for special monitoring and more frequent skills assessments. RtI is explained in detail in the Plan for Struggling Students section.

Synergy's Plan for High Achieving Students

Students enrolling in Synergy may be identified as academically gifted by a number of channels. Synergy will have a referral mechanism in place whereby a student may be designated as academically gifted. Referrals can come from a number of sources including parents, teachers or others directly involved with the education. An

Intervention Support Program meeting will be held. The student's Mentor Teacher, core subject area teachers and the principal will conduct a full review of the student's academic history and current levels of performance. This team will make a recommendation on how to proceed depending on the particulars of individual cases.

Gifted students will work within Synergy's regular education program at their intellectual and academic level as a result of the school's Project Based Learning curricular and instructional delivery. Project Based Learning supports gifted and talented students because it challenges high achieving students to work towards their potential at their intellectual ability which is a natural consequence of its design. Mentor Teachers with gifted students will act as the advocate for students identified as gifted in collaboration with other teachers to ensure that all staff working with gifted students is supporting those students in providing any additional or supplemental opportunities to go above and beyond what is expected for the general population of students. They will be recommended for the RtI process whereby a meeting will be held for the purpose of evaluating the student's progress and making a determination as to what accommodations might be best to further extend learning opportunities. It will be the responsibility of the Mentor Teacher to document such accommodations and follow-up with students and parents. Class teachers, the Mentor Teacher and the student, where appropriate, will work together to create extended learning opportunities within projects. Other examples of accommodations for gifted students might be enrollment in online university courses, AP courses or local community college courses. Whatever extended learning opportunities are chosen, they will be the result of a collaborative effort between the parent, student and Mentor Teacher. If Synergy experiences a significant population of gifted and talented students relative to its small school size, there may be a Professional Learning Community task force established to address the special needs of these students.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY LOW ACHIEVING –

Low achieving students may be identified by their CAASP assessment scores, their course performance (D or F), performance on basic skills tests, and teacher observation.

Synergy follows a progressive multi-tier Response to Intervention (RtI) model in meeting the needs of low achieving students. Students that are identified as struggling by teachers and instructors will be given a variety of methods to help them progress dependent on how much help is designated as a need for each student. Supports may include:

- 1) Small class sizes
- 2) Innovative scheduling to allow for additional individualized tutoring and mentoring;
- 3) Individual and small group attention that focuses on mastering the current learning;
- 4) Mastery learning process that builds in review and reassessment;
- 5) Extended day to provide extra learning time;

- 6) Optional extended courses; or after school tutoring
- 7) Technology assisted learning through web-based programs
- 8) Focus on key students during staff meetings
- 9) Additional focused in class interventions, modifications and accommodations
- 13) Mentoring by an Rtl coach
- 14) Student Success Team (SST) meetings

STUDY SKILLS, GRADE 7 – Synergy has a mandatory class that all seventh grade students can enroll in that focuses on learning how to study and succeed in school. This class targets all students along with low achieving students to help them learn how to learn.

HEALTH & STUDY SKILLS, GRADE 8 – Synergy has a mandatory class that all eighth grade students can enroll in that focuses on basic math skills during the first quarter, typing for one quarter, test taking for one quarter, then health for the rest of the year with a focus in helping low achieving math students fill in math gaps during the first quarter.

STUDY SKILLS, HIGH SCHOOL – This is a mandatory class that is open to all students and may be required for students that struggle. This course provides block tutoring, access to additional resources such as the Khan Academy, and scheduled study skills curriculum to reinforce study habits with low performing students. This course also provides extra study hall time to help students complete tasks.

RESPONSE TO INTERVENTION – Synergy will have an Rtl coach that specifically targets students that are failing their academic courses. This coach meets with students regularly to reinforce study habits, check in on student progress, and provide motivation and support to the struggling student. The Rtl coach also coordinates in class interventions, modifications, accommodations, SST meetings, and if required referrals to Special Education.

PLAN FOR STUDENTS WHO ARE ACADEMICALLY HIGH ACHIEVING –

High achieving students are identified by their CAASPP assessment scores, their course performance (A), and teacher observation.

Students will be placed in honors classes with other students that are at the same academic level based on placement exams during the beginning of each school year and by ongoing review of the teachers. Students that display accelerated standards will have the opportunity to work in honors classes that teach the same general curriculum, but with more critical and creative thinking involved. “Academically high” should not translate into more work, but more thinking. Students may be encouraged to consider concurrent enrollment in college classes. Completed college classes may be awarded credit towards high school graduation requirements.

Response to the needs of high achieving students may include:

- Advanced Projects
- Innovative scheduling to allow for mentoring that leads to learning extensions;
- Individual and small group attention that focuses on extending the current learning;
- Provide extensive college counseling to ensure that all students are fully informed of costs, aid, and support services provided by the college;
- Provide study skills and learning strategies for college courses;
- Provide personal coaching in choosing a major;
- Encourage career internships.

Tier I - Intervention Support Program (ISP)

Students functioning below grade level as determined by baseline and/or other assessments will be recommended for the Intervention Support Program. Anytime a student falls below the targeted score goal on regular school wide assessments like CST or quarterly benchmark assessments, the student may become a participant in the ISP program. Students may also be recommended by any of their teachers, administrators, counselors, parents/guardians at anytime during the school year. Parents will be notified by mail once their student has been recommended for the ISP program. ISP program teams consisting of the teachers and counselors that work directly with the student will have a regular meeting schedule whereby they meet to, formally and informally, discuss and create an intervention program suited for the individual needs of each student. Each individual program will be documented by the student's Mentor Teacher and implemented by all teaching staff working directly with the student. Interventions will typically take place in the general classroom setting. In some situations where student behavior is determined to be hindering progress, the school counselors may also be responsible for implementation of the ISP student's individual intervention program. ISP students will be closely monitored and assessed every 6-9 weeks in accordance with Rtl model. If the student makes the desired improvement, the student may remain in the ISP program with continued interventions and periodic assessments or the student may be exited from the program based on the ISP team's decision. The exited student may reenter the ISP program at any time should the need arise.

Tier II - The Student Success Team Program (SST)

If a student in the ISP program fails to make the desired progress, the team may decide to recommend the student for the SST program. New students demonstrating behavioral challenges and/or academic abilities far below grade level may also be waived from the ISP level and recommended directly for the SST level of the program. Similar to the ISP program, a team of teachers, students, administrators and counselors is established. Also added to the Student Success Team is the student's parent/guardian as well as the Special Education Coordinator. Regular meetings are held whereby a more intensive intervention program is created dependent upon the specific areas of need. The Special Education Coordinator will be responsible for documenting the individual student's intervention program as well as provide regular follow-up to ensure implementation is taking place. This program will typically be built

upon the ISP program should one be in place. The student teachers, parents, counselor and special education staff are responsible for the daily implementation of the intervention program and regular assessments as called for in the SST and follow up reports. Most interventions will take place in the general education classroom. Monitoring and assessments will take place every 4-6 weeks for all SST students. If the student makes the desired progress, they may be exited from the SST program or recommended for the ISP program for continued interventions, monitoring and assessments.

Tier III - The Recommendation for Evaluations and Special Education

If a student fails to make the desired progress through the ISP and/or SST programs they may be recommended for evaluations through our special education program to rule out the possibility of learning or other types of disabilities restricting them from accessing the general education program. Once the SST Team recommends further evaluations, the Special Education Coordinator will be responsible for initiating the assessment referral and ensuring that an assessment plan is provided the parent within 15 days of the referral. The appropriate formal evaluations will be conducted and an IEP meeting will be held in accordance with all laws governing special education. The student's SST program will remain in place with the suggested interventions and regular assessments throughout the duration of the initial evaluations and IEP meeting. If the IEP team decides that special education services are necessary to support the student, an IEP will be established whereby the student's SST interventions may be considered as part of their IEP accommodations. If the student does not qualify for an IEP, they may be recommended for a 504 Plan or the SST will remain in place until the student reaches satisfactory levels of performance and the team agrees to exit or move the student to the ISP program.