

**Performance Goal 1A: All students will reach high standards, at a minimum, attaining proficiency or better in reading by 2014-2015.**

SCHOOL GOAL: The number of students receiving a score of proficient or above on standardized tests measuring fulfillment of the grade-level standards in <b>reading</b> will increase by 5% annually.	
Student groups and grade levels to participate in this goal: All students at all grade levels served	Anticipated annual performance growth for each group: The goal of 5% of students improving their scores to proficient or above is for all students across all groups
Means of evaluating progress toward this goal: Assessments will be taken throughout the year to examine the students' knowledge of the material covered by the standards. Teaching will be modified as needed to better instruct students who are struggling.  Once the schoolwide score reports are returned, teachers and administrators will examine the scores to see if the anticipated progress has been achieved.	Data to be collected to measure academic gains:  Assessments taken throughout the year; final score results from standardized tests

**Planned Improvement in Student Performance in Reading -**

Description of specific actions to improve student achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<b>1. Alignment of instruction with content standards:</b> All staff members will receive training to familiarize themselves with California grade-level content standards in <b>reading</b> . Teachers are expected to create daily <b>reading</b> lesson plans that are aligned to the standards. Teachers will also participate in	Persons involved: Teachers Director  Timeline: On-going	Professional development instruction by outside providers	\$4,000	General Fund Title I

<p>their <b>reading</b> instruction with the content standards. Standards-aligned textbooks and materials will be purchased.</p>				
<p><b>2. Use of standards-aligned instructional materials and strategies:</b></p> <p>Synergy uses the Wonders curriculum. Synergy also uses supplemental reading instructional materials as well as leveled classroom library books for standards-based differentiated instruction. All teachers and administrators participate in staff development to assist them in using these standards-aligned instructional materials and strategies. Staff and Board Members have the opportunity to evaluate and review the standards-aligned materials during the annual instructional materials hearing and throughout the year when curriculum is discussed.</p>	<p>Persons Involved: Director Teachers Expert opinions will be regularly solicited on our choice of materials</p> <p>Timeline: On-going use of materials Curriculum will be reviewed annually for its usefulness in helping students achieve proficiency in reading</p>	<p>Standards-aligned textbooks &amp; Supplementary reading instructional materials Leveled library books</p>	<p>\$55,400</p>	<p>General Fund Title I Private grant funds</p>
<p><b>3. Extended learning time:</b> Supplemental instruction will be provided after school to those students identified as in need of additional support in <b>reading</b>. Additionally, Synergy Charter Academy will often offer summer school to provide additional academic support in reading. (add language regarding ASES programming</p>	<p>Persons involved: Teachers Director</p> <p>Timeline: On-going</p>	<p>Hourly teacher pay</p>	<p>\$112,500</p>	<p>General Fund Title I ASES funding</p>

Description of specific actions to Improve Student Achievement in <b>Reading</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>4. Increased access to technology:</b> One of Synergy Charter Academy's primary areas of focus in the integration of technology into instruction. Synergy implements an innovative instructional approach of teaching literacy through the use of technology. Students in grades K-1 receive a minimum of 150 minutes per week and grades 2-5 receive a minimum of 200 minutes per week of technology instruction that is integrated with literacy and other content standards.</p> <p>Reading Counts software will be used to track students' reading level and comprehension throughout the year as they read books appropriate to their reading level. Reading Counts will be used on a regular basis each week.</p> <p>Scholastic Reading Inventory software will be used periodically throughout the year to gauge students' level of reading ability.</p>	<p>Persons Involved: Director Teachers</p> <p>Timeline: On-going throughout the year</p>	<p>equipment (1 ipad cart at \$15,600 each; 1 laptop cart at \$36,400) Other technology equipment (printer, etc.) Software Reading Counts books (to use with software) Supplies</p>	<p>\$52,000</p>	<p>General Fund Title I Funds Private grant funding</p>
<p><b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b> All administrators and teachers will participate in an annual Teacher Training Academy that includes professional development in standards-based reading and literacy instruction. Teachers also will receive on-going professional development throughout the year by guest literacy experts, school administrators, and peers. Additionally, Synergy Charter Academy will provide special training in its innovative instructional strategy of teaching literacy through the use of technology.</p>	<p>Persons Involved: Director Teachers Professional Development providers Expert consultants providing advice</p> <p>Timeline: Teacher Training begins at with the Academy at the start of each school year and continues throughout the</p>	<p>Professional development service providers</p>	<p>\$3000</p>	<p>Title I Title II General Fund</p>

	academic year			
<p><b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b> Families receive a weekly envelope that contains information such as the following: newsletters to update them on school events, instructional practices, state content standards; general assessment information; other important flyers and essential paperwork are also sent home. Additionally, SCA will hold annual Back to School Nights, Student-Led Conferences, and bi-monthly Community Meetings to effectively communicate with families. Synergy Charter Academy will also have special Family Literacy Events as well as Student Success Team (SST) meetings, when needed, to discuss student progress in literacy skills. Staff and families will be trained in how to interpret literacy scores on student assessment reports that are sent home.</p>	<p>Persons Involved: Families Students Teachers Director</p> <p>Timeline: Events and parent notifications occur throughout the year on a regular basis</p>	Supplies Staff time to prepare and distribute materials	\$2,500	Title I General Fund
<p><b>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</b> Special Family Meetings (Kindergarten Day and Transition to Middle School Day) are conducted to assist families with the transition from preschool to kindergarten and from fifth grade to middle school. These meetings include informing families of what <b>reading</b> level their child should be at upon entering kindergarten or sixth grade. Fifth grade students will also visit local middle schools. Synergy also conducts annual Back to School Nights, Open Houses, and holds Student-Led Conferences twice a year.</p>	<p>Persons Involved: Director Teachers Parents Students</p> <p>Timeline: On-going</p>	Hourly pay (or portion of staff salaries) for staff who lead these meetings	\$1,000	General Fund
<p><b>8. Monitoring program effectiveness:</b> Synergy has a charter petition that includes a plan for monitoring program effectiveness and student achievement. All staff members will review student assessment results and overall <b>reading</b> program</p>	<p>Persons Involved: School Operations Committee Teachers Director</p>	Hourly staff pay; portion of salaries for those staff who lead the meetings	\$1,000	General Fund

<p>effectiveness on a quarterly basis. Families have an opportunity to provide their input regarding the reading program during the bi-monthly Community Meetings. Recommendations for program improvement will be made and immediately implemented to ensure that students are receiving effective standards-based instruction in <b>reading</b>. Synergy also participates in the State's standards-based assessments.</p>	<p>Families  Timeline: On-going</p>			
<p><b>9. Targeting services and programs to lowest-performing student groups:</b> All teachers will be trained in providing intervention strategies to lowest-performing student groups. Additionally, additional intervention assistance through special intervention small group differentiated instruction in <b>reading</b> and writing. Also, after school programs both at Synergy will provide additional assistance in <b>reading</b> instruction.</p>	<p>Persons Involved: Teachers Director  Timeline: On-going</p>	<p>Hourly teacher pay Supplies Supplemental Instruction materials Salaries</p>	<p>\$6,225</p>	<p>General Fund Title I</p>
<p><b>10. Any additional services tied to student academic needs:</b> Synergy believes that increased <b>reading</b> achievement can be accomplished not only through using standards-aligned <b>reading</b> instructional materials, but also through teaching other content areas that are often neglected in the elementary grades such as music, visual art, science, and history-social science. Synergy ensures that standards-aligned instruction takes place in all these areas so that they can help increase students' literacy skills as well. The appropriate instructional materials and supplies as well as professional development are provided in these areas. Additionally, Synergy will provide special instruction and professional development in its innovative instructional strategy of teaching literacy through the use of technology.</p>	<p>Persons Involved: Teachers Director  Timeline: On-going</p>	<p>Hourly teacher pay Instructional materials and supplies Salaries</p>	<p>\$8,400</p>	<p>General Fund Title I</p>

**Performance Goal 1B: *All students will reach high standards, at a minimum, attaining proficiency or better in mathematics by 2014-2015.***

SCHOOL GOAL: The number of students receiving a score of proficient or above on standardized tests measuring fulfillment of the grade-level standards in <b>mathematics</b> will increase by 5% annually.	
Student groups and grade levels to participate in this goal: All students at all grade levels served	Anticipated annual performance growth for each group: The goal of 5% of students improving their scores to proficient or above is for all students across all groups
Means of evaluating progress toward this goal: Assessments will be taken throughout the year to examine the students' knowledge of the material covered by the standards. Teaching will be modified as needed to better instruct students who are struggling.  Once the schoolwide score reports are returned, teachers and administrators will examine the scores to see if the anticipated progress has been achieved.	Data to be collected to measure academic gains:  Assessments taken throughout the year; final score results from standardized tests

**Planned Improvement in Student Performance in Mathematics**

Description of specific actions to Improve Student Achievement in <b>Mathematics</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>1. Alignment of instruction with content standards:</b> All staff members receive professional development to familiarize themselves with the California grade-level content standards in <b>Mathematics</b>. Teachers create daily <b>math</b> lesson plans that are aligned to the standards. Teachers also participate in an annual Teacher Training Academy and on-going professional development throughout the year to ensure that they are equipped with how to align their <b>math</b> instruction with the content standards. Staff analyze math unit/chapter assessment results to identify difficult</p>	<p>Persons Involved: Teachers Director</p> <p>Timeline: On-going</p>	Any outside professional development providers selected	\$1,500	Title I General Fund

<p>math standards/strands for each grade level (grades K-5). These results will help classroom teachers evaluate their standards-based math instruction. Furthermore, standards-aligned math textbooks and materials will be purchased.</p>				
<p><b>2. Use of standards-aligned instructional materials and strategies:</b>  Teachers will be provided with CCSS aligned textbooks and materials which are standards-aligned. All teachers and administrators will participate in staff development to assist them in using these standards-aligned instructional materials and strategies. The unit and/or chapter assessments will be administered and the results will be used by classroom teachers to help direct instruction.</p>	<p>Persons Involved:  Teachers  Director</p> <p>Timeline:  On-going</p>	<p>Hourly teacher pay  Textbooks  Supplemental instructional materials</p>	<p>\$55,400</p>	<p>General Fund  Private grant funds</p>
<p><b>4. Extended learning time:</b>  Supplemental instruction will be provided after school to those students identified as in need of additional support in <b>mathematics</b>.  We also offer after school programming through ASES funding</p>	<p>Persons involved:  Teachers  Director</p> <p>Timeline:  On-going</p>	<p>Hourly teacher pay</p>	<p>\$2000    \$112,500</p>	<p>Title I    ASES funding</p>

Description of specific actions to Improve Student Achievement in <b>Mathematics</b> and reach the goals stated above for the SSD and each applicable student subgroup:	Persons Involved/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p><b>4. Increased access to technology:</b> Synergy implements an innovative instructional approach of teaching literacy through the use of technology. Students in grades K-5 receive technology instruction that is integrated with literacy and other content standards, including <b>Mathematics</b>.</p>	<p>Persons Involved: Teachers Director</p> <p>Timeline: Throughout the school year</p>	Software	\$7,000	General Fund Title I Private grant funds
<p><b>5. Staff development and professional collaboration aligned with standards-based instructional materials:</b> All teachers will participate in an annual Teacher Training Academy that includes professional development in standards-based <b>mathematics</b> instruction. Teachers will also receive on-going professional development throughout the year by guest <b>math</b> experts, school administrators, and peers. Additionally, Synergy will provide special training in its innovative instructional strategy of teaching early algebraic thinking in the elementary grades.</p>	<p>Persons involved: Teachers Director External professional development providers</p> <p>Timeline: Teacher Training Academy takes place before the start of each school year Additional professional development occurs weekly throughout the year.</p>	Supplies Any external professional development service providers	\$3,000	Title I Title II General Fund
<p><b>6. Involvement of staff, parents, and community (including notification procedures, parent outreach, and interpretation of student assessment results to parents):</b> Families receive a weekly envelope that contains information such as the following: newsletters to update them on school events, instructional practices, state content standards; general assessment information; other important flyers and essential paperwork are also sent home. Additionally, SCA will hold annual Back to School Nights, Student-Led Conferences, and bi-monthly Community Meetings to effectively communicate with</p>	<p>Persons Involved: Teachers Director Families Students</p> <p>Timeline: Communication with families occurs on a regular basis throughout the year</p>	Supplies	\$2,500	General Fund

<p>families. Synergy Charter Academy will also have at least one parent meeting that is specifically focused on Mathematics skills (for the annual Math Counts Competition) as well as Student Success Team (SST) meetings, when needed, to discuss student progress in mathematics skills. Staff and families will be trained in how to interpret literacy scores on student assessment reports that are sent home.</p>				
<p><b>7. Auxiliary services for students and parents (including transition from preschool, elementary, or middle school):</b> Special Family Meetings (Kindergarten Day and Transition to Middle School Day) are conducted to assist families with the transition from preschool to kindergarten and from fifth grade to middle school. These meetings include informing families of what <b>mathematics</b> level their child should be at upon entering kindergarten or sixth grade.</p>	<p>Persons Involved: Directors Teachers Parents Students</p> <p>Timeline: On-going</p>	<p>Hourly teacher pay</p>	<p>\$1,000</p>	<p>General Fund</p>
<p><b>8. Monitoring program effectiveness:</b> Synergy has a charter petition that includes a plan for monitoring program effectiveness and student achievement. All staff members will review student assessment results and overall <b>mathematics</b> program effectiveness on a quarterly basis. Families will have an opportunity to review the mathematics program during bi-monthly Community Meetings. Recommendations for program improvement will be made and immediately implemented to ensure that students are receiving effective standards-based instruction in <b>mathematics</b>. Synergy will also participate in the State's standards-based assessments.</p>	<p>Persons Involved: School Operations Committee Teachers Director Families</p> <p>Timeline: On-going</p>	<p>Supplies</p>	<p>\$1,500</p>	<p>General Fund</p>
<p><b>9. Targeting services and programs to lowest-performing student groups:</b> All teachers will be trained in providing intervention strategies to lowest-performing student groups. Additionally, the Director will provide additional intervention assistance through special intervention small group differentiated instruction in <b>mathematics</b></p>	<p>Persons Involved: Teachers Director</p> <p>Timeline: On-going</p>	<p>Hourly teacher pay Supplies Instructional materials and supplies Salaries</p>	<p>\$8,400</p>	<p>General Fund Title I</p>

<p>10. Any additional services tied to student academic needs: Synergy implements an innovative instructional strategy of teaching Early Algebraic Thinking in the Elementary Grades. Teachers will receive additional professional development on how to teach early algebraic thinking to help students meet and exceed their grade-level content standards in <b>Mathematics</b>.</p>				
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**Performance Goal 2: *All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.***

<p>SCHOOL GOAL: The number of limited-English-proficient students receiving a score of proficient or above on standardized tests measuring fulfillment of the grade-level standards in <b>reading/language arts</b> and <b>mathematics</b> will increase by 5% annually. Synergy Charter Academy's policy is in line with that of the California State Board of Education: the standards are not altered for English Learners because doing so would deny them the opportunity to achieve them. Instead, support is given to English Learners so that they can meet the standards. The methods and materials used for supporting English Learners are research-based.</p>	
<p>Student groups and grade levels to participate in this goal: All students at all grade levels served</p>	<p>Anticipated annual performance growth for each group: The goal of 5% of students improving their scores to proficient or above is for all students across all groups</p>
<p>Means of evaluating progress toward this goal: Assessments will be taken throughout the year to examine the students' knowledge of the material covered by the standards. Teaching will be modified as needed to better instruct students who are struggling. Once the schoolwide score reports are returned, teachers and administrators will examine the scores to see if the anticipated progress has been achieved.</p>	<p>Data to be collected to measure academic gains: Assessments taken throughout the year; final score results from standardized tests</p>

**Planned Improvement in Programs for LEP Students and Immigrants (Title III and EIA/LEP)**

Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
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Required Activities	<p><b>1. The programs and activities to be developed, implemented, and administered and how the SSD will use these funds to meet all annual measurable achievement objectives described in Section 3122:</b></p> <p>Synergy Charter Academy will administer a home language survey to identify incoming students who might be English Learners, and will use the CELDT test to identify English Learners, monitor their progress in learning English, and to reclassify them when they become proficient in English.</p> <p>Once the students are enrolled, a variety of strategies will be used in the classroom to help English Learners gain proficiency in English and to meet the California state standards in reading and mathematics. The programs and strategies that have been selected so far are based on extensive research and consultation with experts in the field and include include: SDAIE (Specifically Designed Academy Instruction in English) to help make content more comprehensible to English Learners, supplemental materials that have been identified as providing the needed support for English Learners, and additional strategies such as peer-to-peer tutoring, realia, scaffolded lessons. Teachers will be trained in the effective use of all of these strategies through the Teacher Training Academy held at the start of each school year, and during regular Professional Development sessions throughout the academic year.</p> <p>The annual measurable achievement objectives for English Learners are listed above as the School Goal, and are similar to the objectives for non-English Learner students.</p> <p>Each of these strategies and the data on student achievement will be reviewed on a regular basis by the school's ELAC/DELAC. The ELAC/DELAC will examine the effectiveness of these methods in improving the English ability and comprehension of material in accordance with state standards.</p>	<p>Persons Involved:  Teachers  Director  Parents  Students  ELAC/DELAC</p>	<p>Textbooks  Hourly teacher pay  External professional development providers  Supplies and additional support materials</p>	<p><b>\$14,000</b></p>	<p><b>General Fund  Title I</b></p>
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<p><b>2. How the SSD will hold elementary and secondary schools receiving funds under this subpart accountable for:</b></p> <ul style="list-style-type: none"> <li>▪ <b>meeting the annual measurable achievement objectives described in Section 3122</b></li> <li>▪ <b>making adequate yearly progress for limited-English-proficient students (Section 1111(b)(2)(B))</b></li> <li>▪ <b>annually measuring the English proficiency of LEP students so that the students served develop English proficiency while meeting State Academic standards and student achievement (Section 1111(b)(1))</b></li> </ul> <p>The teachers and Director of Synergy Charter Academy will regularly analyze various sources of data for the academic achievement of English Learners to continually gauge the effectiveness of their teaching methods and strategies. Information will also be sent home regularly to the parents of English Learner students to communicate the progress being made by EL students. Each year, each LEP student will be measured for their level of English proficiency. Also, the scores of EL/LEP students on the California state standardized tests will be analyzed and shared with the parents of the students. All of this data in aggregate will be communicated to the ELAC/DELAC to assist that group in assessing the level of success of the teaching strategies used for EL/LEP students.</p> <p>If the ELAC/DELAC determines that the strategies used are not as effective as they could be, additional professional development will be required for teachers to improve their abilities in teaching EL/LEP students.</p>	<p>Persons Involved:  Teachers  Director  Parents  Students  DELAC  Additional Professional Development providers, if needed</p> <p>Timeline:  On-going assessment, with a year-end review conducted annually</p>	<p>Hourly teacher pay  Supplies</p>	<p>\$2,500</p>	<p>General Fund</p>
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	<p><b>3. How the SSD will promote parental and community participation in LEP programs</b></p> <p>Parents of EL/LEP students will have many opportunities to participate in the LEP programs of Synergy Charter Academy. Synergy Charter Academy will have a School Site Council (called the School Operations Committee) which will communicate with the Director and provide feedback on any operational issues occurring in the LEP programs (and other elements of the school as well). Finally, SCA, as its own school district, will convene an ELAC/DELAC when it has the required number of English Learner students. This body will provide feedback primarily on the LEP programs.</p>	<p>Persons Involved: Director Teachers Parents Students</p> <p>Timeline: On-going</p>	<p>Supplies Training for Parent Council, School Operations Committee, and ELAC/DELAC</p>	<p>\$2,500</p>	<p>General Fund Title I</p>
	<p><b>4. How the SSD will provide high quality language instruction based on scientifically based research (per Sec. 3115(c). The effectiveness of the LEP programs will be determined by the increase in:</b></p> <ul style="list-style-type: none"> <li>• <b>English proficiency</b></li> <li>• <b>Academic achievement in the core academic subjects</b></li> </ul> <p>Synergy Charter Academy believes strongly in implementing curricula, strategies, and resources that have a firm foundation in education research.</p> <p>SCA's teachers and Director will continually seek to understand the latest research on effective LEP programs, and will implement new strategies as they are appropriate for the students of Synergy Charter Academy. This constant examination of research-based curricula will be done in concert with the School Operations Committee and other parent groups.</p>	<p>Persons Involved: Teachers Director Parents</p> <p>Timeline: On-going</p>	<p>Hourly pay for teachers Supplies</p>	<p>\$1,500</p>	<p>General Fund</p>

Required Activities	<p><b>5. High quality professional development for classroom teachers, principals, administrators, and other school or community-based personnel:</b></p> <ul style="list-style-type: none"> <li>a. designed to improve the instruction and assessment of LEP children</li> <li>b. designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for limited-English-proficient students</li> <li>c. based on scientifically based research demonstrating the effectiveness of the professional development in increasing children's English proficiency or substantially increasing the teachers' subject matter knowledge, teaching knowledge, and teaching skills</li> <li>d. long term effect will result in positive and lasting impact on teacher performance in the classroom</li> </ul> <p>Professional development addressing the needs of limited-English-proficient students will begin in the held at the beginning of each academic year. Professional development sessions will also be held throughout the year that will address topics such as understanding assessment measures of LEP students and instructional strategies for LEP students in general and any specific students who are particularly struggling. Synergy Charter Academy will bring in any outside professional development providers who are able to provide additional resources not already available on the Synergy staff.</p> <p>Synergy Charter Academy will examine the foundational research for any LEP-specific professional development program offered to teachers. The effectiveness of the training will be assessed by the improvement made by LEP students.</p>	<p>Persons Involved: Teachers Director</p> <p>Timeline: On-going</p>	<p>Any outside professional development providers</p>	<p>\$3,500</p>	<p>General Fund Title II</p>
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Allowable Activities	Describe the following specific activities addressing the use of Title III and/or EIA/LEP supplemental funds (note that the required activities must be addressed):	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
	<b>1. Upgrade to program objectives and effective instructional strategies, if applicable</b> Synergy Charter Academy will not receive Title III funds for the 2015-16 school year.	N/A	N/A	N/A	N/A
	<b>2. Any:</b> <b>a. tutorials and academic or vocational education for LEP students and/or</b> <b>b. intensified instruction</b> Targeted after-school intervention will be offered for students in need of extra assistance, including English Learners.	Persons Involved: Teachers Director  Timeline: After-school intervention will be offered throughout the school year	Hourly teacher pay Supplemental instruction materials	\$5,000	General Fund Title I
	<b>3. How programs for English Learners are coordinated with other relevant programs and services</b> ELD instruction is imbedded in all core curricular areas. Therefore, English Learners will be participating in the same programs and services as non-English learners, and the Director and teachers will continually review the coordination of services during weekly staff meetings.  Additionally, the ELAC/DELAC will oversee the programs and services offered to English Learners and provide feedback as needed.	Persons Involved: Teachers Director Parents  Timeline: On-going	Hourly teacher pay Supplies for meetings	\$1,500	General Fund
	<b>4. Any other activities designed to improve the English proficiency and academic achievement of LEP children</b>				

	<p><b>5. Community participation programs, family literacy services, and parent outreach and training activities provided to LEP children and their families –</b></p> <p><b>a. To improve English language skills of LEP children</b></p> <p><b>b. To assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children</b></p> <p>Parent meetings will be held regularly and will include information for all parents – including LEP parents – on how they can actively participate in their child’s education. Synergy Charter Academy seeks to equip all parents, including those who do not speak English themselves, with the tools and strategies they can use to monitor their student’s homework and academic progress.</p>	<p>Persons involved: Teachers Director Parents Students</p> <p>Timeline: On-going</p>	<p>Supplies for meetings</p>	<p>\$500</p>	<p>General Fund Title I</p>
	<p><b>6. Efforts to improve the instruction of LEP children by providing for –</b></p> <p><b>a. The acquisition or development of educational technology or instructional materials</b></p> <p><b>b. Access to, and participation in, electronic networks for materials, training, and communication</b></p> <p><b>c. Incorporation of the above resources into curricula and programs</b></p> <p>LEP students will have regular access to computer lab sessions throughout the week. Synergy Charter Academy will use the Ticket to Read program and iPad applications to help LEP students improve their English pronunciation and grammar. Other computer programs used by non-LEP students will also be available to LEP students and additional support will be provided to LEP students if needed to enable them to understand the software programs.</p>	<p>Persons Involved: Teachers Director Students</p> <p>Timeline: On-going</p>	<p>Software</p>	<p>\$27,700</p>	<p>General Fund Title I</p>
	<p><b>7. Other activities consistent with Title III or EIA/LEP funds</b></p>				

### Plans to Notify and Involve Parents of Limited-English-Proficient Students

	<b>Parents of Limited-English-Proficient students must be notified:</b> outreach efforts include holding and sending notice of opportunities for regular meetings for the purpose of formulating and responding to recommendations from parents. Describe how you will meet these requirements	Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<ol style="list-style-type: none"> <li>1. SSD informs the parent/s of an LEP student of each of the following (per Sec. 3302 of NCLB):               <ol style="list-style-type: none"> <li>a. the reasons for the identification of their child as LEP and in need of placement in a language instruction educational program</li> <li>b. the child's level of English proficiency, how such level was assessed, and the status of the student's academic achievement</li> <li>c. the method of instruction used in the program in which their child is or will be, participating, and the methods of instruction used in other available, programs, including how such programs differ in content, instruction goals, and use of English and a native language in instruction</li> <li>d. how the program in which their child is, or will be participating will meet the educational strengths and needs of the child</li> <li>e. how such program will specifically help their child learn English, and meet age appropriate academic achievement standards for grade promotion and graduation</li> <li>f. the specific exit requirements for such program, the expected rate of transition from such program into classrooms that are not tailored for limited English proficient children, and the expected rate of graduation from secondary school for such program if funds under this title are used for children in secondary schools</li> <li>g. in the case of a child with a disability, how such program meets the objectives of the individualized education program of the child</li> </ol> </li> </ol>	(see next page)			

		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Required Activities	<p><b>h. information pertaining to parental rights that includes written guidance detailing –</b></p> <ul style="list-style-type: none"> <li><b>i. the right that parents have to have their child immediately removed from such program upon their request</b></li> <li><b>ii. the options that parents have to decline to enroll their child in such program or to choose another program or method of instruction, if available</b></li> <li><b>iii. the SSD assists parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the SSD</b></li> </ul> <p>Students will be tested to determine their status as an English Learner during the first thirty days of the school year, or within two weeks of enrollment after school has started. Parents will receive their child’s English learner status and meetings will be held to help parents understand the implications of this designation and the policies for retesting and reclassification.</p> <p>Synergy Charter Academy does not have a separate program for English Learners, but the parent will be informed of specific teaching strategies that will be used with their child within the regular classroom. Additionally, parents will be informed of the need for their student to participate in the afterschool intervention program if needed, and the parent has the right to refuse participation in this program.</p> <p>Finally, notices of parent meetings and targeted events for the parents of LEP students will be sent home in both English and Spanish.</p>	<p>Persons Involved: Teachers Director Parents</p> <p>Timeline: Testing with first thirty days of start of school (or 2 weeks of enrolling if doing so after the start of school).</p> <p>Parent meetings, teacher conferences, etc. occur on a regular basis throughout the school year</p>	<p>Salaries for administration of the CELDT test and parent conferences (typically held by Director and/or teachers) Hourly teacher pay Supplies for meetings</p>	\$10,000	General Fund

<p><b>Note:</b> Notifications must be provided to parents of students enrolled since the previous school year, not later than 30 days after the beginning of the school year. If students enroll after the beginning of the school year, parents must be notified within two weeks of the child being placed in such a program.</p>				
<p><b>SSD Parent Notification Failure to Make Progress</b>  <b>If the SSD fails to make progress on the annual measurable achievement objectives, it will inform parents of a child identified for participation in such program, or participating in such program, of such failure not later than 30 days after such failure occurs.</b>  All Synergy parents will be informed of Synergy’s progress in meeting its annual measurable achievement objectives when the standardized test scores become available, typically in August. This meeting is held at the beginning of the school year, which is within the required 30 day window.</p>	<p>Persons Involved:  Director  Teachers  Parents</p> <p>Timeline:  Within 30 days of notification of progress in meeting AMAO</p>	<p>Supplies for meeting</p>	<p>\$500</p>	<p>General Fund</p>

### Plans to Provide Services for Immigrants

IF the SSD is receiving or planning to receive Title III Immigrant supplemental funding, complete this table (per Sec. 3115(e) ). Please describe:		Persons Involved and Timeline	Related Expenditures	Estimated Cost	Funding Source
Allowable Activities	1. Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children.	<b>N/A</b> <b>Synergy does not receive Title III Immigrant supplemental funding</b>			
	2. Support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth.	<b>N/A</b>			
	3. Provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth.	<b>N/A</b>			
	4. Identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds.	<b>N/A</b>			
	5. Basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services.	<b>N/A</b>			
	6. Other instruction services designed to assist immigrant children and youth to achieve in elementary and secondary schools in the USA, such as programs of introduction to the educational system and civics education.	<b>N/A</b>			

	7. Activities coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.	<b>N/A</b>			
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