

## California Department of Education School Accountability Report Card Reported Using Data from the 2013-14 School Year

Published During 2014-15

Every school in California is required by state law to publish a School Accountability Report Card (SARC), by February 1 of each year. The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- View this SARC online at the school and/or LEA Web sites.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents and community members should contact the school principal or the district office.

### Phillip Gedeon, Director/Principal

Principal, Synergy Quantum Academy

#### About Our School

Welcome to Synergy Quantum Academy!

Our hope is that you will find the information on this School Accountability Report Card (SARC) useful in giving you a better idea of all that we have to offer.

Synergy Quantum Academy opened its doors on September 7, 2011 to 400 freshmen, sophomores, and juniors. In 2012-2013, we expanded to over 500 students in grades 9-12 and we had our first graduating class of seniors. Forty-seven of those fifty-seven seniors graduated. That's a graduation rate of over 82%. This is significant since we had those students for only two years before they graduated.

We are one of three small public schools located on the Dr. Maya Angelou Community High School campus in South Los Angeles. As a S.T.E.M. (Science, Technology, Engineering, and Mathematics) focused high school, we are preparing our students to be the innovators of tomorrow.

We are fortunate to have exceptional teachers, counselors, and support staff. Our teachers implement Synergy's Four Key Instructional Strategies that have made Synergy Charter Academy (grades K-5) and Synergy Kinetic Academy (grades 6-8) successful:

- 1) Focus on Fluency,
- 2) Focus on Academic Language,
- 3) Focus on Schemas, and
- 4) Focus on Time on Task.

As students come to school everyday, we ask them to be mindful of their relationships with others, work hard to do their best everyday and, bring out the best in each other every day, in every way.

Parents play a very important role in their child's education at Synergy Quantum Academy. They ask their children daily what they have learned in school. Parents attend parent conferences, parent meetings, sports events, and other school activities. We take pride that our parents are active participants in their child's education.

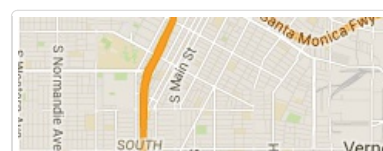
We strive to prepare every student for college. Our vision is to produce students who are creative thinkers, motivated learners, and lovers of knowledge. Every day I look forward to working with our students, their parents and our staff to make these dreams a reality.

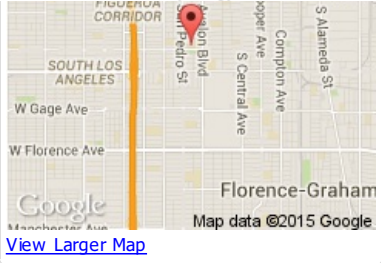
Sincerely,  
Phillip Gedeon  
Director/Principal  
Synergy Quantum Academy

#### Contact

300 East 53rd St.  
Los Angeles, CA 90011

Phone: 323-846-4716  
E-mail: [pgedeon@wearesynergy.org](mailto:pgedeon@wearesynergy.org)





## About This School

### Contact Information - Most Recent Year

School	
<b>School Name</b>	Synergy Quantum Academy
<b>Street</b>	300 East 53rd St.
<b>City, State, Zip</b>	Los Angeles, Ca, 90011
<b>Phone Number</b>	323-846-4716
<b>Principal</b>	Phillip Gedeon, Director/Principal
<b>E-mail Address</b>	<a href="mailto:pgedeon@wearesynergy.org">pgedeon@wearesynergy.org</a>
<b>Web Site</b>	<a href="http://www.wearesynergy.org">http://www.wearesynergy.org</a>
<b>County-District-School (CDS) Code</b>	19647330124560

District	
<b>District Name</b>	Los Angeles Unified
<b>Phone Number</b>	(213) 241-1000
<b>Web Site</b>	<a href="http://www.lausd.net">www.lausd.net</a>
<b>Superintendent First Name</b>	Ramon
<b>Superintendent Last Name</b>	Cortines
<b>E-mail Address</b>	<a href="mailto:ramon.cortines@lausd.net">ramon.cortines@lausd.net</a>

*Last updated: 12/12/2014*

### School Description and Mission Statement (Most Recent Year)

Synergy Quantum Academy opened its doors in the Fall of 2011 as a direct funded charter school that serves students in grades 9-12 in South Los Angeles. The school is authorized by the Los Angeles Unified School District (LAUSD) and is under Local District 5.

The Mission of Synergy Quantum is to eliminate the academic achievement gap that has persisted for generations among educationally disadvantaged students and to offer an innovative science, technology, engineering, and mathematics (STEM) curriculum that will help students succeed academically.

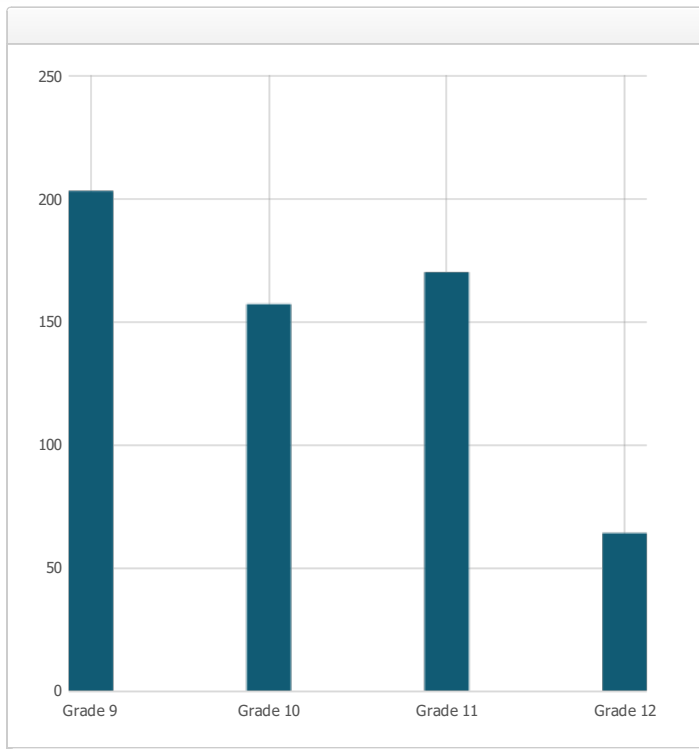
Our Vision is to create model STEM schools that will empower students to be the next generation of problem solvers.

The overall Goal of Synergy Quantum Academy is to provide all of our students with a strong foundation in science, technology, engineering, and mathematics so that they can compete academically and ultimately become leaders in the 21st century technological workforce.

*Last updated: 1/29/2015*

**Student Enrollment by Grade Level (School Year 2013-14)**

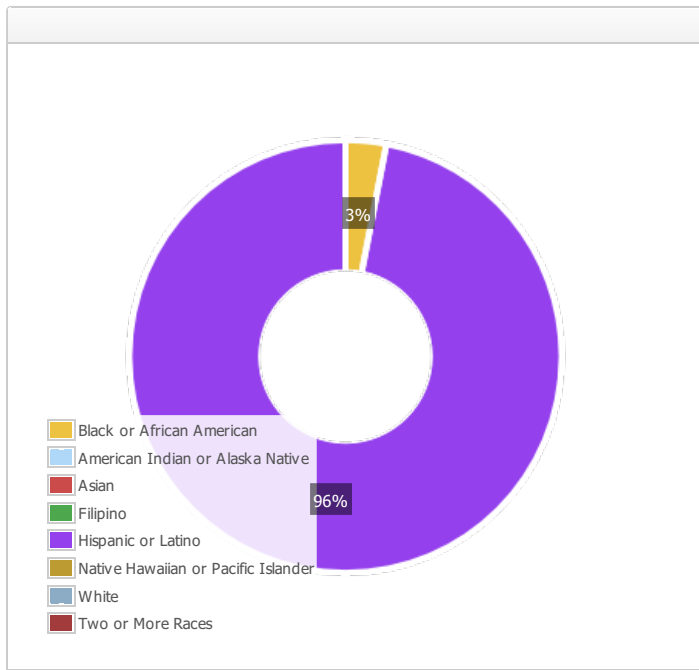
Grade Level	Number of Students
Grade 9	203
Grade 10	157
Grade 11	170
Grade 12	64
<b>Total Enrollment</b>	<b>594</b>



*Last updated: 1/15/2015*

**Student Enrollment by Student Group (School Year 2013-14)**

Group	Percent of Total Enrollment
Black or African American	3.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	96.8
Native Hawaiian or Pacific Islander	0.0
White	0.0
Two or More Races	0.0
Socioeconomically Disadvantaged	96.0
English Learners	24.2
Students with Disabilities	9.4



*Last updated: 1/15/2015*

## A. Conditions of Learning

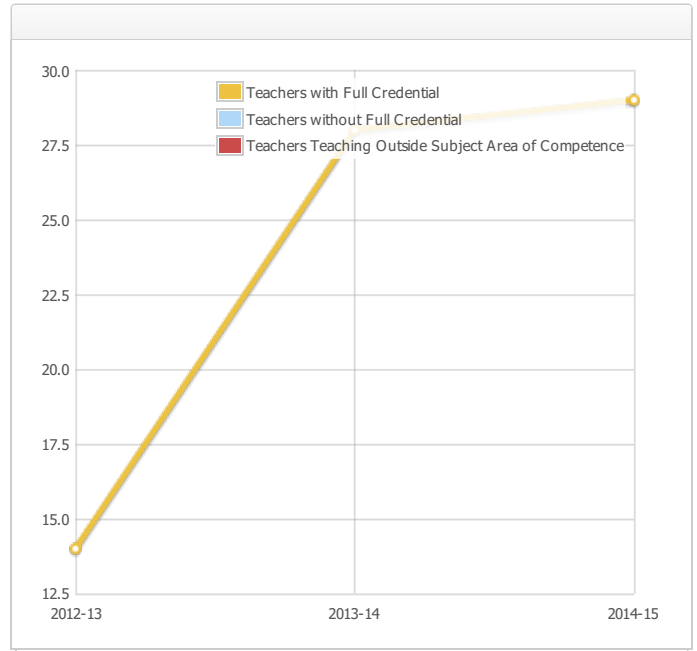
### State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

#### Teacher Credentials

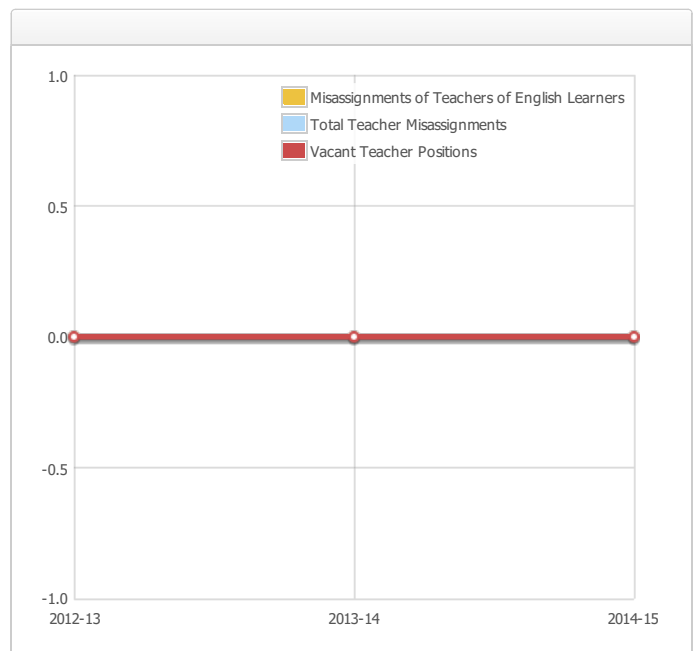
Teachers	School			District
	2012-13	2013-14	2014-15	2014-15
With Full Credential	14	28	29	
Without Full Credential				
Teachers Teaching Outside Subject Area of Competence (with full credential)				



Last updated: 1/15/2015

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2012-13	2013-14	2014-15
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

\* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Last updated: 1/15/2015

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2013-14)**

Location of Classes	Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers	Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers
This School	100	0
All Schools in District	89	11
High-Poverty Schools in District	92	8
Low-Poverty Schools in District	52	48

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: October 2014

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	We have high quality textbooks and instructional materials to support our Reading/Language Arts instructional program for every one of our students.	Yes	0.0
Mathematics	We have high quality textbooks and instructional materials to support our Mathematics instructional program for every one of our students.	Yes	0.0
Science	We have high quality textbooks and instructional materials to support our Science instructional program for ever one of our students.	Yes	0.0
History-Social Science	We have high quality textbooks and instructional materials to support our History/Social Science instructional program for ever one of our students.	Yes	0.0
Foreign Language	We have high quality textbooks and instructional materials to support our Foreign Language instructional program for every one of our students.	Yes	0.0
Health	N/A		0.0
Visual and Performing Arts	We have high quality textbooks and instructional materials to support our Visual and Performing Arts instructional program for every one of our students.	Yes	0.0
Science Lab Eqpmt(9-12)	We have high quality Science Laboratory Equipment to support our Science instructional program for every one of our students.	Yes	0.0

Last updated: 1/16/2015

**School Facility Conditions and Planned Improvements - Most Recent Year**

Synergy Quantum uses its teachers, custodial staff and students to maintain the cleanliness and general upkeep of the facility. We take great effort to ensure the campus is safe and clean. Teachers, students and faculty are provided the Parent/Student Handbook and/or the Employee Handbook as a behavioral and safety guideline. Administrators/Staff stay in contact with the Los Angeles Unified School District's (LAUSD) Plant Manager to address building needs as they become necessary.

The District is responsible for ensuring that the facility is safe, clean, and functional within the available resources. According to the District, food services and restroom facilities are given the highest priority on a daily basis to ensure the health and safety of students and staff. Other cleaning functions are scheduled on a regular basis. Maintenance and repairs are handled as quickly as possible. The entire school community, including students and staff, are encouraged to take pride in the school facilities and to treat the school grounds, buildings, and restrooms with respect. For example, students are provided lessons on how to properly dispose of their trash after eating lunch and how to use the restrooms properly.

Last updated: 1/16/2015

**School Facility Good Repair Status - Most Recent Year**

<b>System Inspected</b>	<b>Rating</b>	<b>Repair Needed and Action Taken or Planned</b>
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

**Overall Facility Rate - Most Recent Year**

Overall Rating	Good
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Last updated: 1/16/2015

## B. Pupil Outcomes

### State Priority: Pupil Achievement

The SARC provides the following information relevant to the Pupil Achievement State Priority (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress and its successor the Standardized Testing and Reporting Program);
- The Academic Performance Index; and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

#### California Assessment of Student Performance and Progress/ Standardized Testing and Reporting Results for All Students in Science – Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Science (grades 5, 8, and 10)	34	48	62	51	52	52	60	59	60

Note: Science assessments include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA).

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

*Last updated: 1/20/2015*

#### California Assessment of Student Performance and Progress Results by Student Group in Science (School Year 2013-14)

Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	62
All Students at the School	62
Male	67
Female	56
Black or African American	
American Indian or Alaska Native	
Asian	
Filipino	
Hispanic or Latino	63
Native Hawaiian or Pacific Islander	
White	
Two or More Races	
Socioeconomically Disadvantaged	99
English Learners	11
Students with Disabilities	
Students Receiving Migrant Education Services	

Note: Science assessments include CSTs, CMA, and CAPA in grades 5, 8, and 10.

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



### Standardized Testing and Reporting Results for All Students - Three-Year Comparison

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13
English-Language Arts	N/A	39%	47%	44%	48%	47%	54%	56%	55%
Mathematics	N/A	8%	13%	43%	44%	45%	49%	50%	50%
History-Social Science	N/A	29%	40%	37%	39%	40%	48%	49%	49%

Note: STAR Program was last administered in 2012–13. Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/20/2015

### Academic Performance Index Ranks – Three-Year Comparison

API Rank	2011	2012	2013
Statewide		2	4
Similar Schools		3	7

Note: For 2014 and subsequent years, the statewide and similar schools ranks will no longer be produced.

Last updated: 1/20/2015

### Academic Performance Index Growth by Student Group – Three-Year Comparison

Group	Actual API Change 2011	Actual API Change 2012	Actual API Change 2013
All Students at the School		B	68
Black or African American			
American Indian or Alaska Native			
Asian			
Filipino			
Hispanic or Latino			67
Native Hawaiian or Pacific Islander			
White			
Two or More Races			
Socioeconomically Disadvantaged			71
English Learners			53
Students with Disabilities			

Note: "N/D" means that no data were available to the CDE or LEA to report. "B" means the school did not have a valid API Base and there is no Growth or target information. "C" means the school had significant demographic changes and there is no Growth or target information.

Last updated: 1/20/2015

### Career Technical Education Participation (School Year 2013-14)

Measure	CTE Program Participation
Number of pupils participating in CTE	0
Percent of pupils completing a CTE program and earning a high school diploma	0.0

Percent of CTE courses sequenced or articulated between the school and institutions of postsecondary education	0.0
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*Last updated: 1/20/2015*

**Courses for University of California and/or California State University Admission**

UC/CSU Course Measure	Percent
2013-14 Students Enrolled in Courses Required for UC/CSU Admission	100.0
2012-13 Graduates Who Completed All Courses Required for UC/CSU Admission	42.5

# State Priority: Other Pupil Outcomes

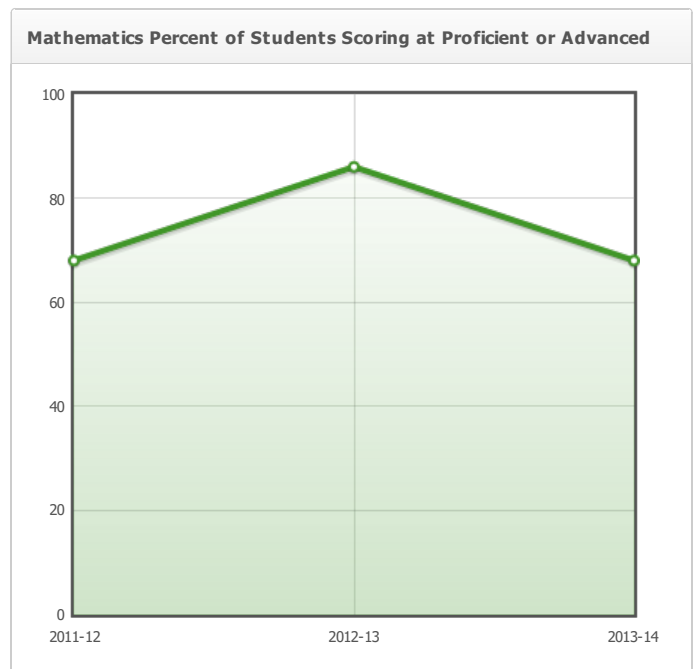
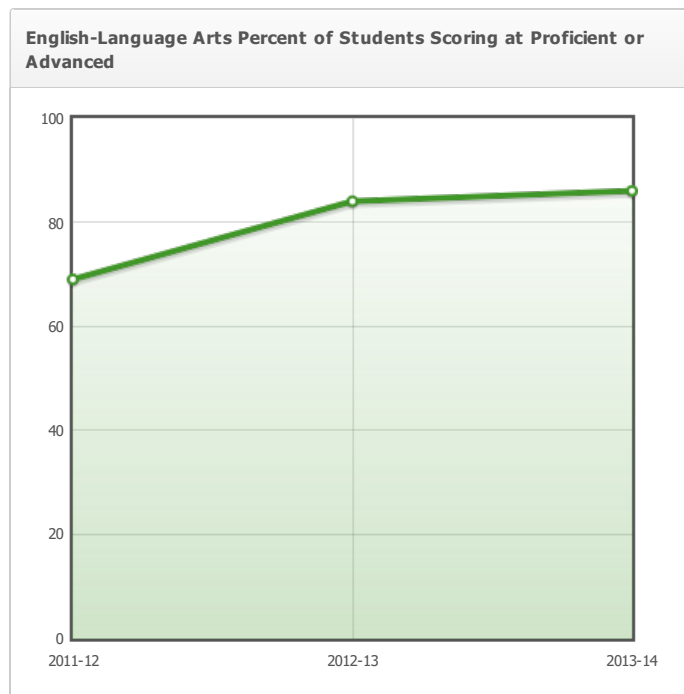
The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

## California High School Exit Examination Results for All Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
English-Language Arts	69%	84%	86%	45%	49%	47%	56%	57%	56%
Mathematics	68%	86%	68%	50%	54%	56%	58%	60%	62%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.



Last updated: 1/21/2015

### California High School Exit Examination Grade Ten Results by Student Group (School Year 2013-14) (if applicable)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	52%	24%	24%	44%	36%	20%
All Students at the School	41%	30%	30%	32%	43%	26%
Male	47%	24%	28%	32%	44%	24%
Female	34%	35%	31%	31%	41%	27%
Black or African American	N/A	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	40%	30%	30%	31%	43%	26%
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	39%	30%	31%	30%	43%	27%
English Learners	96%	N/A	4%	68%	27%	5%
Students with Disabilities	100%	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A	N/A

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/21/2015

### California Physical Fitness Test Results (School Year 2013-14)

Grade level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	18.8%	20.8%	23.4%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/21/2015

## C. Engagement

### State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

#### Opportunities for Parental Involvement - Most Recent Year

As the rest of the schools of Synergy Academies, Synergy Quantum Academy has created multiple opportunities for parental involvement such as:

- attending family/community meetings and parent workshops;
- participating in the School Operations Committee/Parent Council and ELAC Committee;
- volunteering on campus;
- participating in Back to School Night;
- Student-Led Conferences; and,
- chaperoning for class field trips.

Our Schools are committed to finding new ways to engage, empower and involve parents/guardians because we know that a strong partnership with parents and the school is essential to the success of any student.

Every parent/guardian has the opportunity to be involved at their child's school site. In the past, parents have participated and helped with governance committees, special events, fundraiser events, and parent organizations. Synergy Academies also encourages parents to support their children at home by making sure their expectations about school are clear and by creating a positive homework and learning environment.

Each Synergy Academies school puts great effort into informing parents of events/activities, volunteer opportunities, and specific details regarding their children's academic progress and classroom curriculum.

### State Priority: Pupil Engagement

*Last updated: 1/21/2015*

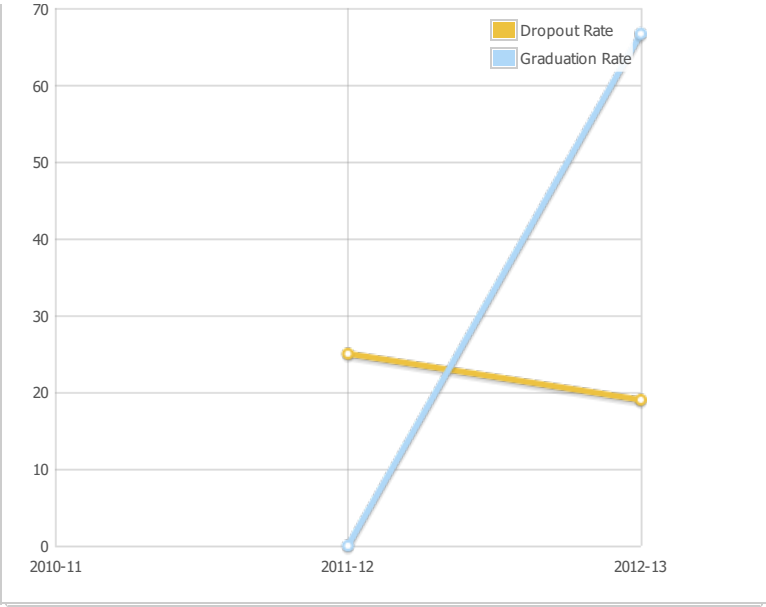
The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State				
	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13	2010-11	2011-12	2012-13		
Dropout Rate		25.0	19.0		20.3	17.2		14.7	13.1	11.4	
Graduation Rate		0	66.67		64.75	66.63		68.07	77.14	78.87	80.44

#### Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



Last updated: 1/21/2015

**Completion of High School Graduation Requirements**

Group	Graduating Class of 2013		
	School	District	State
All Students	82	82	84
Black or African American	50	77	75
American Indian or Alaska Native		76	77
Asian		90	92
Filipino		90	92
Hispanic or Latino	86	83	80
Native Hawaiian or Pacific Islander		83	84
White		87	90
Two or More Races		93	89
Socioeconomically Disadvantaged	81	94	82
English Learners	18	46	53
Students with Disabilities	60	47	60

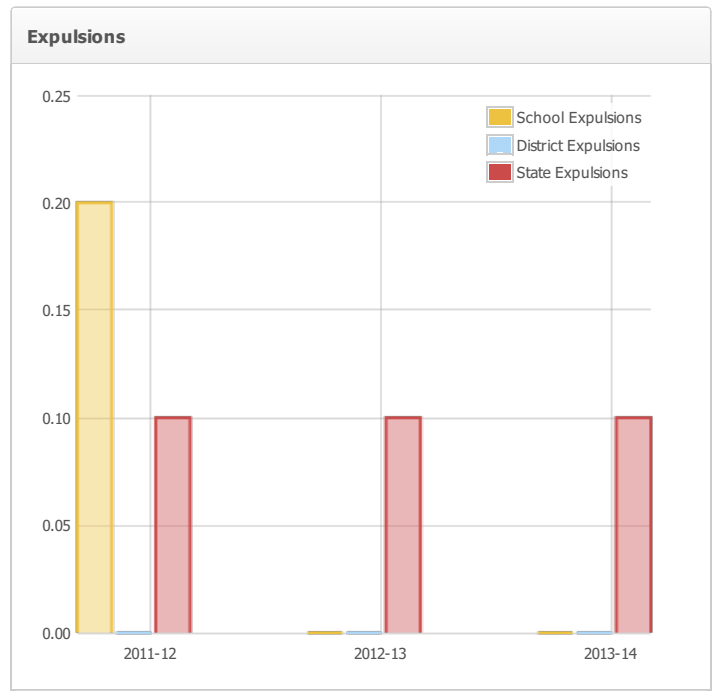
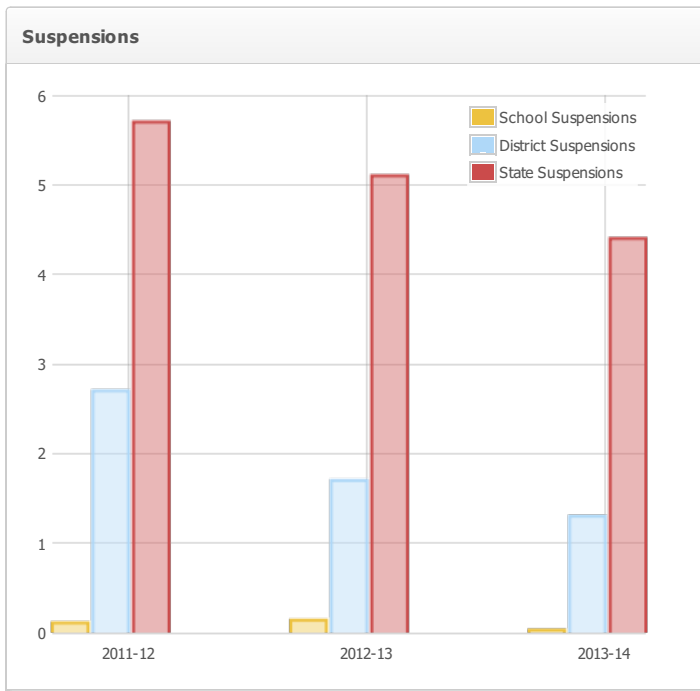
# State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

## Suspensions and Expulsions

Rate	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Suspensions	0.11	0.14	0.03	2.70	1.70	1.30	5.70	5.10	4.40
Expulsions	0.20	0.00	0.00	0.00	0.00	0.00	0.10	0.10	0.10



Last updated: 1/23/2015



**School Safety Plan - Most Recent Year**

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School safety is essential in order to provide an appropriate climate for learning. Synergy Quantum Academy has developed a School Safety Plan and Safety Committee in collaboration with its LAUSD partner schools. This committee meets throughout the school year to collaboratively review and revise the school's safety plan that includes Prevention Programs and Emergency Preparedness. Additionally, emergency drills are routinely conducted for earthquake and fire preparedness for our students and staff.

Our school safety plan ensures that our students are safe physically and emotionally at school. The school has developed a comprehensive school safety plan covering all the necessary aspects of planning for emergency response, staff training, and student safety. We have very high behavior and discipline standards for our students.

*Last updated: 1/31/2015*

## D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

### Adequate Yearly Progress Overall and by Criteria (School Year 2013-14)

AYP Criteria	School	District
Made AYP Overall	Yes	No
Met Participation Rate - English-Language Arts	Yes	Yes
Met Participation Rate - Mathematics	Yes	Yes
Met Percent Proficient - English-Language Arts	Yes	No
Met Percent Proficient - Mathematics	Yes	No
Met Graduation Rate	N/A	Yes

*Last updated: 1/22/2015*

### Federal Intervention Program (School Year 2014-15)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2003-2004
Year in Program Improvement *		Year 3
Number of Schools Currently in Program Improvement	N/A	654
Percent of Schools Currently in Program Improvement	N/A	82.6%

Note: Cells with NA values do not require data.

\* DW (determination waiver) indicates that the PI status of the school was carried over from the prior year in accordance with the flexibility granted through the federal waiver process.

*Last updated: 1/22/2015*

**Average Class Size and Class Size Distribution (Elementary)**

Grade Level	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K												
1												
2												
3												
4												
5												
6												
Other												

\* Number of classes indicates how many classes fall into each size category (a range of total students per class).

*Last updated: 12/12/2014*

**Average Class Size and Class Size Distribution (Secondary)**

Subject	2011-12			2012-13			2013-14					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	35.3	0	4	7	31.0	4	5	10	28.0	4	14	3
Mathematics	32.2	3	5	9	35.0	1	5	13	30.0	4	12	4
Science	29.2	2	5	3	36.0		3	10	32.0	2	8	5
Social Science	35.0	0	3	8	30.0	2	6	8	32.0	0	8	7

\* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

*Last updated: 1/23/2015*

**Academic Counselors and Other Support Staff (School Year 2013-14)**

<b>Title</b>	<b>Number of FTE* Assigned to School</b>	<b>Average Number of Students per Academic Counselor</b>
Academic Counselor	2.0	304.0
Counselor (Social/Behavioral or Career Development)	1.4	N/A
Library Media Teacher (librarian)	1.0	N/A
Library Media Services Staff (paraprofessional)	2.0	N/A
Psychologist	0.3	N/A
Social Worker	0.4	N/A
Nurse	1.0	N/A
Speech/Language/Hearing Specialist	0.3	N/A
Resource Specialist (non-teaching)	3.0	N/A
Other		N/A

Note: Cells with N/A values do not require data.

\* One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

*Last updated: 1/26/2015*

**Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2012-13)**

<b>Level</b>	<b>Total Expenditures Per Pupil</b>	<b>Expenditures Per Pupil (Supplemental/Restricted)</b>	<b>Expenditures Per Pupil (Basic/Unrestricted)</b>	<b>Average Teacher Salary</b>
School Site	\$6,912	\$1,634	\$5,278	\$53,900
District	N/A	N/A	N/A	\$68,953
Percent Difference – School Site and District	N/A	N/A	N/A	0.22%
State	N/A	N/A	\$4,690	\$70,720
Percent Difference – School Site and State	N/A	N/A	0.11%	0.24%

Note: Cells with N/A values do not require data.

*Last updated: 1/26/2015*

## Types of Services Funded (Fiscal Year 2013-14)

At Synergy Quantum Academy, we have a wide variety of programs and services available to our students. These include:

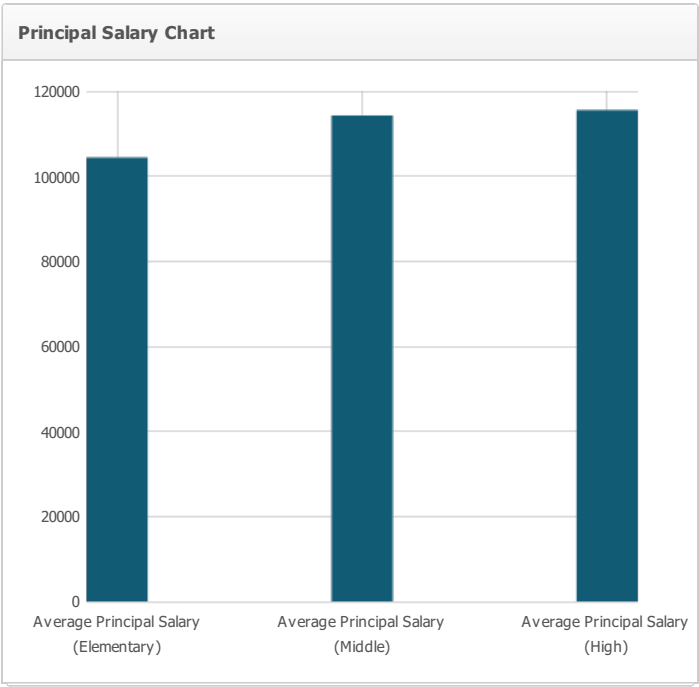
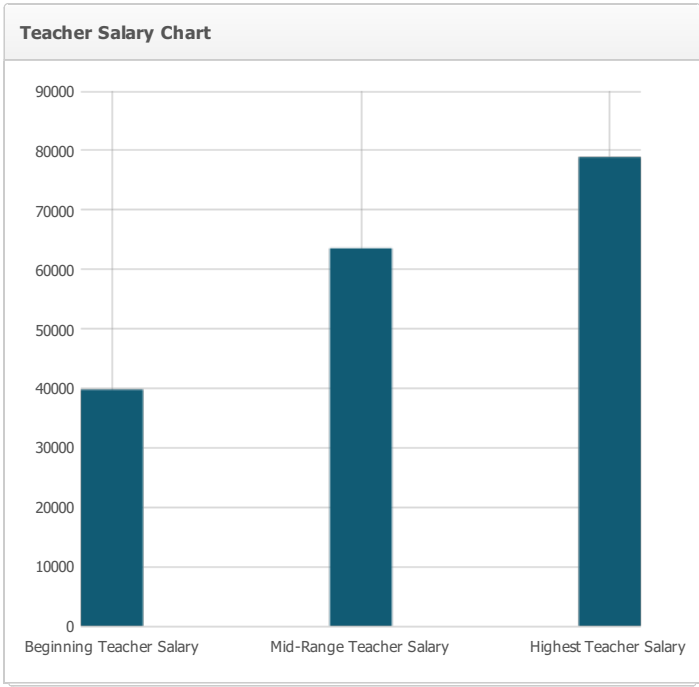
- Additional support staff in Special Education.
- The Reading Counts! program, the over 5,000 books we have purchased to support it, and two full-time Campus Aides to manage it.
- With our other two Synergy schools, we share a full-time Chief Academic Officer, whose job is to maintain, support and supervise all of our academic programs so that they are rigorous, engaging and meet the state content standards.
- Partnerships with outside agencies have allowed us to provide class offerings in Principles of Engineering, Computer Science, and Financial education to all our students.
- 5 AP classes are available to our students – AP Environmental Science, AP Spanish, AP Statistics, AP US History, and AP English Literature.
- 6 Honors classes are available to our students - Honors English 9, 10, and 11; Honors Biology; Honors World History; and Honors Algebra II.
- After-School clubs and intervention classes.
- After-School Tutoring is also available.
- Summer School.
- National Honor Society, MESA.
- Service and College field trips.
- An additional library, two computer labs, 8 laptop mobile carts and 2 iPad mobile carts.
- A full-time DIS Counselor.
- 2 Counselor interns.
- 1 full-time nurse.
- 1 full-time library.
- Credit Recovery classes with a full time teacher
- ALEKS and Study Island programs
- CIF-sanctioned sports - Cross-Country, Volleyball, Basketball, Soccer, Track & Field and Softball.

*Last updated: 1/26/2015*

## Teacher and Administrative Salaries (Fiscal Year 2012-13)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$39,788	\$41,761
Mid-Range Teacher Salary	\$63,553	\$66,895
Highest Teacher Salary	\$78,906	\$86,565
Average Principal Salary (Elementary)	\$104,385	\$108,011
Average Principal Salary (Middle)	\$114,264	\$113,058
Average Principal Salary (High)	\$115,542	\$123,217
Superintendent Salary	\$330,000	\$227,183
Percent of Budget for Teacher Salaries	35.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



Last updated: 1/26/2015

**Advanced Placement Courses (School Year 2013-14)**

<b>Subject</b>	<b>Number of AP Courses Offered*</b>	<b>Percent of Students In AP Courses</b>
Computer Science		N/A
English	2	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	1	N/A
Social Science	2	N/A
All Courses	7	0.8

Note: Cells with N/A values do not require data.

\*Where there are student course enrollments.

*Last updated: 1/26/2015*

## Professional Development – Most Recent Three Years

Approximately 45 days of the academic year are devoted to professional development. There are 4 days of Professional Development (each 6-8 hours in length) before the beginning of summer school, 4 days (each 6-8 hours in length) after the completion of summer school and before the school year begins. Every Tuesday, excluding the week of parent conferences, Winter and Spring Breaks, each staff meeting contains a professional development portion of about 1 1/2 hour.

### **What are the primary/major areas of focus for staff development and specifically how were they selected?**

- Fluency- because in high school, students need to be able to read to learn the complex texts required by the state standards and AP courses.
- Academic Language - to increase reading comprehension.
- Focus on Schemas - to make learning meaningful and relevant to the student.
- Focus on Time on Task - to maximize learning and be able to achieve more than one year's growth in one academic year.

These areas of focus were selected because formative assessment data showed us that our students needed support in these areas.

### **What are the methods by which professional development is delivered?**

- We have lead teachers who conduct after-school workshops on topics ranging from reading to Common Core.
- Additionally, we have budgeted for groups of teachers to attend conferences throughout the year to improve their practice.

### **How are teachers supported during implementation?**

Teachers are supported in multiple ways:

- We have a BTSA provider who also mentors and coaches our teachers one-on-one throughout the year.
- We have Mentor teachers who ensure that new teachers develop their teaching craft effectively.
- Our principal as instructional leader, monitors, coaches and assesses teacher performance with meaningful feedback and data reporting.

*Last updated: 1/26/2015*