

El Segundo Education Foundation
Summer Academy
SEP

641 Sheldon Ave.
El Segundo, CA 90245

WASC

June 28, 2013

Section One: Seven Standards Checklist

Section One consists of a checklist to ensure that the Seven Standards are being met. The Seven Standards are defined as follows:

1. Corporate Status

The corporate status of the Center/Program is clearly defined.

2. Governance and Leadership

There is a table of organization: lines of authority, relationship, and accountability are defined.

3. Educational Services

The educational mission of the Center/Program is clearly documented and supported by the staff and administration.

4. Using Performance Results

Student performance results reflect the mission and vision of the Center/Program.

5. Resources

The resources available to the Center/Programs are adequate to provide for the needs of this student population.

- **Finance:** The Center/Program is adequately financed
- **Facilities:** Educational and administrative areas are adequate for the student program
- **Technology:** The technology available to staff and student promotes educational objectives
- **Health and Safety:** A safe and healthy environment for teaching and learning is provided

6. Organizational Climate

The Center/Program's culture supports implementation of appropriate educational programs and services.

7. Improvement Planning

The Center/Program maintains long-range/strategic planning discipline which reveals how it will maintain continuous educational improvement.

On the following pages, please complete the following checklist to confirm whether or not you meet these Seven Standards.

1. Corporate Status

The corporate status of the Center/Program is clearly defined. There are no legal or proprietary ambiguities in ownership, control or responsibility. Corporate linkages are expressed as enforceable agreements and the Center/Program is approved for its operations by the civil authority within whose jurisdiction is located.

- 1.1 All legal documents that define and describe the corporate status of the Center/Program are readily available. These include, for example, articles of incorporation, franchise agreements, proprietary registration, and partnership agreement.

Fully met Not presently met

- 1.2 There is a charter, license, or permit issued by the appropriate civil jurisdiction that testifies the Center/Program has the authority to operate within that jurisdiction.

Fully met Not presently met

- 1.3 There is access to a legal authority or counsel qualified to advise the Center/Program in its legal status, rights, and responsibilities, and in regard to other proprietary or corporate entities with which the Center/Program is in a contractual relationship.

Fully met Not presently met

- 1.4 Documents that define and describe any legal proceedings pending or underway are available for examination.

Fully met Not presently met

- 1.5 The Center/Program conducts no regular business activity that is outside the corporate or civil sanctions established by its legal status.

Fully met Not presently met

Comments: The El Segundo Education Foundation's Summer Academy is an educational extension of the Foundation's mission to further the educational experience of students in the community. When the State of California stopped the funding of summer programs, the Foundation created the Summer Academy to help meet the needs of the student and parental community. Please see <http://www.esedf.org/how-ed-helps/school-funding/>

2. Governance and Leadership

There is a table of organization; lines of authority, relationship, and accountability are defined. Job descriptions and work schedules are regularly reviewed. There is a plan for staff development. An up-to-date policies and procedures manual is printed and regularly reviewed.

2.1 The Center/Program has a table of organization or is able effectively to describe it in discussions.

Fully met Not presently met

2.2 Members of the staff can describe their duties with understanding, they know what is expected of them, and they know to whom they are accountable.

Fully met Not presently met

2.3 The head of the Center/Program is able to identify goals for the Center/Program's improvement and describe strategies for their attainment.

Fully met Not presently met

2.4 The activities of the Center/Program are structured, scheduled, and administered in ways that assure the stability, continuity, and reliability of events.

Fully met Not presently met

2.5 The governance and leadership appropriately recognize the accomplishments of staff and students.

Fully met Not presently met

2.6 All advertising and promotional literature is truthful and ethical and is not offensive or negative against other schools or educational agencies.

Fully met Not presently met

Comments: The Summer Academy is an appendage of the El Segundo Education Foundation. The Summer Academy derives its direction, existence, reason for being, and mission from its sponsoring body. Please see: <http://www.esedf.org/>

The Summer Academy has a director who has oversight of the curriculum, program, teachers, and students. The director is assisted by a clerk. Most of the teachers are full-time, credentialed teachers who teach in the El Segundo Unified School District during the regular year.

3. Educational Services

The educational mission of the Center/Program is clearly documented and supported by the staff and administration. School curriculum is developed, organized, and based on research and best practices. Methods and materials are professionally sanctioned and instruction is offered in appropriate group sizes that encourage and permit effective instruction. Educational operations reflect no evidence of bias or prejudice.

- 3.1 There is a written statement of mission, philosophy, or goals which has been developed by the corporation, and is known and supported by the staff, and is available to the public.

Fully met Not presently met

- 3.2 Each area of learning is defined by scope and sequence. Developmental increments are identified and positive methods of motivation are defined and in use.

Fully met Not presently met

- 3.3 Group size allows for accommodation of individual differences and differences in learning styles and abilities.

Fully met Not presently met

- 3.4 Materials and methods of instruction are consistent with the mission, philosophy, and goals of the Center/Program.

Fully met Not presently met

- 3.5 There is evidence that no form of bias or prejudice is practiced or sanctioned by the Center/Program.

Fully met Not presently met

Comments: The mission statement, as stated on the Summer Academy web site is *The El Segundo Education Foundation has always supported the teaching of our children and continues to hold this principle as its reason for being. The Ed Foundation (Ed!) has contributed more and more to the school district because the state has pulled back its commitment to fund public education. While Ed! regrets having to charge tuition for the summer academy, the simple fact is that Sacramento no longer funds summer programming (not to mention the deficient funding of the regular school program). Thus Ed! proudly sponsors the Summer Academy to fill the gap left by the inadequacy of public funds.*

The Summer Academy offers a bevy of courses that will enrich students who want to fill their summer days with learning and activities. It will also help students get ahead through academic preparation, enrichment and remediation.

The Summer Academy values diversity in its students and teachers. The diversity found in a full spectrum of experiences, perspectives, orientations, beliefs, and educational practices are welcomed in its students, staff and teachers.

The Summer Academy relies on the best practices of the educational community. The academy hires well-trained professionals who are artisans in their respective disciplines.

4. Using Performance Results

Student performance results reflect the mission and vision of the Center/Program. The Supplementary Education Center/Program and/or its parent corporation systematically collects and analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, professional development, and the ability of the Center/Program to meet goals and expectations. Progress in student learning and performance is expected and is systematically reported to parents and other Center/Program stakeholders, as appropriate.

4.1 The leadership and staff commit to, participate in, and share in accountability for student learning.

Fully met Not presently met

4.2 Assessment results are analyzed with appropriate frequency and rigor for individual students as they move through the program.

Fully met Not presently met

4.3 Assessment results are analyzed with appropriate frequency and rigor for cohorts of students as they move through the program.

Fully met Not presently met

4.4 Assessment results are analyzed with appropriate frequency and rigor for comparable national programs.

Fully met Not presently met

4.5 Records of student's learning and performance are maintained. General standards for transcript control and use, including those related to confidentiality, are known and observed.

Fully met Not presently met

Comments: The Summer Academy extensively uses data to ascertain the effectiveness of its programs and teachers. The academy values the opinion and concerns of the community which it serves and collects multiple surveys which measure the desires and experiences of students, parents, and teachers. Suggestions have been used to improve the program. All surveys are available online. Examples of data:

Course Proposal

Results

Student Survey

Results

Parent Survey

Results

Teacher Survey

Results

Student records are sent to respective schools. El Segundo student records are maintained in the El Segundo Unified School District's PowerSchool database. All grades have been stored and maintained since the inception of the academy.

5. Resources

The resources available to the Center/Program are adequate to provide for the needs of this student population. The supplementary education organization has adequate resources in the areas of finance, facilities, technology, and health and safety to meet its goals and expectations.

Finances: The Center/Program is adequately financed. Finances are adequate to ensure continued stability in the operation of the Center/Program.

5.1 The Center/Program implements written financial policies and procedures that are in accordance with accepted business practices.

Fully met Not presently met

5.2 Levels of income and expenditures are in balance. Assets are sufficient to meet current and future liabilities.

Fully met Not presently met

5.3 Prior to enrolling, students and their families are informed of all financial obligations.

Fully met Not presently met

Comments: The Summer Academy is a fee-based program. The tuition charged by the academy is used to pay its staff and to provide the educational program for its students. Funds generated by the academy are used by the El Segundo Education Foundation to provide programming for the entire district. The academy also supplies scholarships for students who are on the Free/Reduced Lunch program.

Facilities: Educational and administrative areas are adequate for the student program. The facilities are safe, clean and well-maintained.

5.4 The Center/Program's facilities and equipment are safe and well maintained.

Fully met Not presently met

5.5 All physical spaces are sufficient in size to accommodate the activities conducted in the Center/Program.

Fully met Not presently met

Comments: The Summer Academy rents facilities and materials such as books, computers, furniture, classrooms, and infrastructure from the El Segundo Unified School District. Currently, the academy utilizes facilities from the high school and from one of the elementary schools in El Segundo. The health and safety infrastructure of the school district is utilized by the Summer Academy.

The computers and network used by the academy are maintained by the El Segundo Unified School district through the rental agreement.

Technology: The technology available to staff and students promotes the accomplishment of educational objectives. Technology is available to both students and staff to support the educational programs offered.

5.6 Information resources, materials and technology are accessible and of adequate scope, quantity, and quality to facilitate the Center/Program's pursuit of its total educational program.

Fully met Not presently met

5.7 The Center/Program implements written policies and procedures for acceptable use of technology.

Fully met Not presently met

Comments: The technology used by the Summer Academy is the same as the technology used by the El Segundo Unified School District. The teacher's computers, the students computers, networks, wifi, and program platforms such as Moodle are all maintained by the El Segundo Unified School District. The Acceptable Use Policy is the same one that governs the El Segundo Unified Schools. **The Acceptable Use Policy has been signed by all academy students in the 2013 session.**

Health and Safety: A safe and healthy environment for teaching and learning is provided. Center/Program staff is aware of the health needs of the students and are prepared to address these needs.

5.8 The Center/Program has satisfactory written procedures and equipment with which to deal with emergencies, and to evacuate the Center/Program's facilities if necessary.

Fully met Not presently met

5.9 Appropriate training is provided staff members on how to implement emergency and crisis plans, handle accidents and illness, and prevent the spread of infectious diseases.

Fully met Not presently met

5.10 Polices regarding use/possession of tobacco, alcohol, weapons, and illegal drugs are in place.

Fully met Not presently met

Comments: The health and safety procedures for the Summer Academy are the same as those utilized by the El Segundo Unified School District. While most of the students know the emergency procedures, some of the students do not normally attend the school and need to learn the safety procedures. The 2013 session has included an orientation and practice for all students and staff. Emergency procedures and policies are the same as the ones which govern the regular school year for the El Segundo Unified School District. An emergency drill and training was conducted by the Summer Academy on June 25, 2013.

6. Organizational Climate

The Center/Program's culture supports implementation of appropriate educational programs and services. The Center/Program's organizational structure and culture facilitate achievement of its core values as expressed in its philosophy and mission. The Center/Program's culture supports successful implementation of age and developmentally appropriate educational programs and services. Administrative and instructional staff is qualified, competent, and sufficient in number to effectively provide quality educational experiences. Relationships among the staff and leadership are collegial and collaborative.

- 6.1 Administrative and instructional staffs are qualified, competent, and sufficient in number to meet the needs of the educational program.
 Fully met Not presently met
- 6.2 Staff members are assigned to work based on their education, preparation, experience, expertise, and commitment to the Center/Program's success.
 Fully met Not presently met
- 6.3 The Center/Program implements written policies and procedures for evaluating staff performance. Performance appraisals are conducted with the knowledge of staff members and reported in writing as well as verbally.
 Fully met Not presently met
- 6.4 The Center/Program makes provisions for orienting and mentoring new staff members.
 Fully met Not presently met
- 6.5 Professional satisfaction and good general morale characterize the Center/Program's staff.
 Fully met Not presently met
- 6.6 A clearly defined, written code of student conduct supports an environment that is conducive to learning and is understood by students, staff, and families.
 Fully met Not presently met

Comments: The Summer Academy prides itself in being a summer extension of the outstanding organization and culture that permeates the El Segundo Unified School District during the traditional school year. The faculty and staff of the academy has been comprised 100% by personnel from the school district although outside faculty will be considered. The culture that supports new teachers to the profession is also the culture that supports the academy. The professional development of the summer staff is provided during the regular school year through the El Segundo Unified School District.

7. Improvement Planning

The Center/Program maintains long-range/strategic planning activities which reveal how it will maintain continuous educational improvement. The Center/Program maintains knowledge of its future with projections of income, expense, enrollment, special populations, and trends in the business environment within which the Center/Program operates. The Center/Program maintains long-range planning/ strategic planning activities which reveal how its action plans will maintain continuous improvement.

- 7.1 The Center/Program maintains projections that reveal trends that are underway that will affect the future of the Center/Program.

Fully met Not presently met

- 7.2 The Center/Program has a plan for its future that indentifies goals, needed resources, interim steps, and those responsible for accomplishment of same.

Fully met Not presently met

Comments: The Summer Academy plans to expand its offerings especially in the area of enrichment classes in the elementary, middle, and high school levels. The academy and Ed! Foundation will continue to survey the community's desires to ascertain the areas of growth to meet the needs of El Segundo educational community.

Summary

Having completed the checklist above, what do you consider to be your Center/Program's most notable strengths and areas of needed improvement as it relates to the Seven Standards? Please identify at least three of each below:

Strengths:

1. A notable strength of the Summer Academy is the high academic standards it maintains as it supplements the curriculum of the El Segundo Unified School District with a summer program that was cancelled due to the lack of state funding.
2. The Summer Academy is a boon for the community as it provides high standards, academic excellence, academic opportunities in enrichment and remediation, financial aid, and other educational services for the El Segundo and surrounding communities.
3. The Summer Academy offers a variety of educational experiences to meet the needs of a diversity of students. The academy offers the traditional classroom experience as well as online and hybrid classrooms. Thus it meets the needs of the traditional students, special education students, students who spend summers on athletic endeavors, and advanced students.

Needed Improvements:

1. The Summer Academy will mandate that all students and parents will have read and agreed to the Acceptable Use Policy for the use of technology. A statement that acknowledges the AUP will be signed by students and parents for the 2013 session at the time of registration.
2. Emergency policies and procedures will be published for the community. An emergency evacuation drill will be implemented each summer beginning with the 2013 session.
3. Training for the staff to implement emergency and crisis plans, handle accidents and illness, and prevent the spread of infectious diseases will be implemented for the 2013 session.

Section Two: Narrative Description of Center/Program

Please provide a brief, yet clear and complete, narrative answer for each of the following questions in this section.

The Center/Program Community Profile

1. When was the Center/Program established? Date: Fall 2010

2. Indicate if the Center/Program is a:

Corporate center

Franchise center

3. Briefly describe the history of the Center/Program.

When the State of California cancelled funding for summer programs in 2008, the El Segundo Education Foundation stepped in to save these opportunities for the community. The Summer Academy offered its first classes in Summer 2010.

4. Describe the territory covered by the Center/Program and indicate the relevant economic-cultural-racial characteristics.

The Summer Academy offers classes to the El Segundo and surrounding communities. We have had students from surrounding communities such as Los Angeles, Pacific Palisades, Manhattan Beach, Torrance, etc.

5. Describe the training provided to the staff that applies specifically to the Center/Program's operation.

The Summer Academy has thus far hired staff who work full-time for the El Segundo Unified School District during the regular school year. Thus the academic training comes from the professional development activities of the host district from which the academy rents resources and hires its personnel. A one-day training was held for all teachers the first year of operation. Procedural concerns and notifications to staff are implemented through email, the web site, and personal (one-to-one) conversation with the director. New staff each year are counseled in one-to-one conversations with the director to orient and transition them on to the Summer Academy staff. A half-day training was implemented prior to the beginning of the 2013 session.

6. Create a table according to these headings and provide information about all staff members. (Full-time, all day equals 100%)

Name	Position	% of Employment	Credential/degree	Years in Academy
Azizi, Giti	Media Design	100%	Clear	1
Burns, Stephanie	College Applications	50%	Clear, MA	1
Cho, Jennifer	SAT Math	50%	Clear, MA	1
Cvejic, Branka	English	100%	Clear, MA	4
Davlantis, Sarah	US History	100%	Clear, MS	4
Doering, Mark	Algebra 1	100%	Clear, MA	2
Gast, Craig	World History	100%	Clear, MA	4

Gen, Ray	Director	100%	Clear, Ed.D, MAs, BA	4
Gerber, Rachael	World History	100%	Clear, MA	4
Glutz, Aimee	Biology	100%	Preliminary, MA	2
Glutz, Darren	Geometry	100%	Preliminary, BA	4
Guzman, Patricia	Clerk	100%	-	4
Houston, Polly	Cooking	100%	BA	4
Ito, Jason	Social Stud. AP Prep	100%	Clear, MA	2
Miller, Linal	Internships	50%	Clear, MA	1
Onaga, Kirby	Tennis	50%	USPTA, BA	2
Pagnucco, Pete	US History	100%	Clear, BA	4
Reed, David	Photography	100%	Clear, MA	4
Roebuck, Ron	APEX	100%	Clear, MA	1
Simon, Jason	Basketball	100%	Clear, MA	1
Zug, Erica	BioMed	100%	Preliminary, BS	1

7. Is there a criminal background check (or verification of same) on file in the Center/Program for each employee?

A de facto criminal background check is on file at the El Segundo Unified School District. Since all Summer Academy staff are also ESUSD employees, all employees have been, in fact, checked. The Summer Academy is open to the hiring of non-ESUSD personnel; however, these potential employees will pay for their own background checks.

8. Describe how the Center/Program advertises its services.

The primary services are described on the web site. The popularity of the academy continues to rise due to word of mouth from satisfied students and parents. Newspaper ads and email blasts to ESUSD families, previous students and the Foundation database are also used as well as community posters. Emails to all South Bay counselors are sent each year.

9. What percentage of initial inquiries leads to diagnostic testing?

0%

10. What percentage of those completing diagnostic testing enrolls in the Center/Program?

0%

11. What percentage of those enrolling in the Center/Program completes their course of study?

97% of students completed their courses satisfactorily. Of the 3% who did not complete their courses satisfactorily, the main culprit has been a poor attendance record. Students with poor attendance were given opportunity to make up absences with assignments. However, these efforts in remediation were not met satisfactorily resulting in the failure of the class. Satisfactory completion is defined as earning a A, B, C, or D in credit bearing classes and in non-credit classes, it is defined as satisfactory participation.

Create a table to indicate by program areas the number of students enrolled over the past five years, including the current year. If the Center/Program has been operating less that five years, list only those years:

	2010	2011	2012	2013*
Algebra 1AB	11	31	54	56
AP Prep – Social Studies	-	-	-	23
APEX Credit Recovery	-	-	-	19
Basketball	-	22	-	26
Biology	9	15	8	14
Biomedical	-	-	-	5
Cooking		15	13	12
English 9-12	19	46	49	32
French 2-3	5	-	-	-
Freshman Prep	-	-	15	-
Geometry	16	16	16	29
Independent Studies	2	12	15	11
Internships	-	-	-	17
Media Design	-	-	9	8
Photography	20	22	23	13
SAT Math	-	-	-	19
Soccer	-	13	-	-
Spanish 3	-	10	-	-
Tennis	-	-	16	21
US History	42	38	37	32
US History (online)	4	20	15	16
World History	61	60	32	59
World History (online)	47	58	28	39
Total # Students	236	401	352	451

*As of June 24, 2013

12. With what community, business, civic, or charitable institutions has the Center/Program joined or formed an affiliation. Describe the relationship?

The El Segundo Education Foundation's Summer Academy is an educational extension of the Foundation's mission to further the educational experience of students in the community. The academy is sponsored by the Foundation and all proceeds from the academy are returned to the El Segundo community through the annual grant of the Foundation to the El Segundo Unified School District. The Summer Academy has received in-kind services of advertising and printing from Foundation Corporate Director, Chevron Corporation. Individual Board Directors have also personally donated funds to provide scholarships as needed.

13. Does the Center/Program follow-up on the students who have completed its programs? If so, how is this done, what are the results, and how is this information utilized?

Credit classes are reported to the El Segundo Unified School District. The Summer Academy has an agreement with the ESUSD Board of Trustees that all credits issued by the Summer Academy will be accepted by ESUSD since the curriculum for all credit courses must be approved by the high school principal. Also, all El Segundo students must get pre-clearance of acceptance of credit from their counselor for any non-ESUSD courses taken. A similar pre-clearance of acceptance of credit is checked off by non-ESUSD Summer Academy students at registration. Reports for students from other districts are sent directly to the students' home district. Teachers of enrichment classes send a report directly to the parents.

ESUSD high school counselors review the results of Summer Academy students at the start of school each fall. The master schedule for ESHS is built in the late Spring assuming student success in Summer Academy courses.

Although this has not occurred, any ESUSD teacher who noticed a student was not adequately prepared in the Fall after taking a Summer Academy class, would notify the Summer Academy Director who is a full-time teacher at the high school.

Student, parent, and teachers surveys are conducted each year for feedback as to the effectiveness of the curriculum. This information is used to construct the program for the following year and improve the classroom experience.

After answering these questions ("Community Profile"), please identify any strengths or areas of needed improvement that you found.

Strengths:

1. The Summer Academy has been very responsive to the needs of the El Segundo community. For example, the demand for World History, US History, and Photography courses in the summer was determined by survey and conversations with parents, students, counselors, and administrators. These needs were expressed by the community and met by the Education Foundation and its Academy.
2. The staff of the Summer Academy is supplied by the faculty and staff of the very well qualified staff members of the El Segundo Unified School District.
3. A very high percentage (97) of students that enroll in Summer Academy complete their course(s) and receive a grade and credit.

Needed Improvements:

1. A systematized report needs to be developed for teachers to use in reporting the accomplishments of students in non-credit/enrichment classes.

Relationships

1. How does the Center/Program report its accountability?

Financial – The financial accountability of the Summer Academy is administrated and overseen entirely by the El Segundo Education Foundation. None of the Summer Academy certificated personnel have access nor responsibility for the financial aspects of the collected tuition. The majority of the tuition is collected online by the El Segundo Education Foundation. The Foundation's accounts are audited by an outside, independent audit firm annually. The Summer Academy Clerk does accept a very small proportion of tuition payments by check. Those payments are immediately remitted to the Foundation for processing. The Academy Clerk has access to payment records and tracks scholarships given by the Foundation. The Clerk's records are compared to those of the Foundation to serve as an internal control of the accounting process.

Educational – Credit courses are reported directly to El Segundo Unified School District. Since the summer Academy instructors and staff are also full-time instructors and staff for ESUSD, the district has accepted the grades and recommendations of the Summer Academy. This acceptance of credits is also formalized in the signed agreement between the Foundation and ESUSD.

Other – Periodic reports are made by the Summer Academy director to the El Segundo Education Foundation's executive director, chairman, and board. Financial activity for Summer Academy is reported out to the Board of Directors each month.

2. What do the Center/Program staff members perceive as the strengths of the Center/Program's relationship with the corporation? How are the services from the Corporation to the Center/Program evaluated?

The staff of the Summer Academy has always enjoyed a positive relationship with the El Segundo Education Foundation. As full time employees of ESUSD, the benefits derived from the Foundation are easily recognizable: from the support of programs such as music, engineering, and bio-tech to technology, the benefits and support of the Education Foundation are much appreciated by the entire education community. The services provided by the Foundation are easily measured in the achievement and program results achieved by the students in the district.

3. Provide examples of how advisory groups have influenced the Center/Program's decisions.

The Education Foundation is a partner in the educational community of El Segundo. The partnership consists of supplying desperately needed funds to programs that are non-existent or have been neglected by the State of California. The determination of which kinds of programs to fund and underwrite comes from the School District. For instance, the 4-year engineering program is funded by the Education Foundation, but the high school determined the need.

The Education Foundation has appointed various Board Directors to work with and report back to the full Board on the development and progress of the Summer Academy. The first year of Summer Academy a committee of five Directors oversaw the establishment of the Summer Academy. In subsequent years, one Director has been the liaison. That director was originally the Foundation CFO, then Vice Chairman and, most recently, serves as Chairman while remaining as the Summer Academy liaison. Another Director, an attorney, is available to review all documents and policies from a legal perspective.

- List the educational institutions in the Center/Program's territory with which the center has a productive working relationship. Briefly describe the relationship.

<u>Center/Program</u>	<u>Relationship</u>
El Segundo High School	students' originating district; in consultation with counselors
El Segundo Middle School	students' originating district
Richmond Street School	students' originating district
Center Street School	students' originating district

- What percentage of referrals comes from other educational institutions? Describe the stability of this relationship. Is it increasing, decreasing, or stable?

98% of the Summer Academy students come from the El Segundo Unified School district and about 2% from other local districts. This is a stable source of students as long as the State of California continues to undercut summer programming funds. No one is predicting that the State will once again fund summer programming.

- Describe the relationship between the Center/Program and former students and their families.

The Summer Academy endeavors to meet the summer educational needs of the community. In this way, the academy continues to enjoy a most positive relationship with the community. There is little formal contact with former students of the academy. We have anecdotal but not systematically collected evidence that the program has grown through positive parent referrals to other parents. This could be evidenced through surveys.

- To what professional associations or groups of educators does the Center/Program or the staff members belong?

All the teachers are members of California Teachers Association, the National Education Association, and the El Segundo Teachers Association or a member of the California School Employees Association. In addition, many are members of organizations that cater to their subject matter, such as the National Association of the Teachers of English and the National Council of the Teachers of Mathematics. The teaching staff takes pride in maintaining professional and academic credentials and affiliations.

- Does the Center/Program offer its facilities or resources to community groups? Please describe.

The Summer Academy owns no facilities of its own. All its resources are rented from the El Segundo Unified School District.

- What aspects of the relationships between the Center/Program and the community and other educational institutions are in need of improvement?

The Summer Academy and its parent organization, the El Segundo Education Foundation already enjoys a good rapport with the El Segundo community because of the needed services provided by these entities.

- Does this Center/Program use a representative group of its stakeholders in an advisory basis? (informally or formally) Briefly describe.

The Summer Academy is in frequent dialog with representatives from the El Segundo Education Foundation, namely the Chief Executive Officer and the Foundation Chairman. Occasionally, the entire Board of the Foundation is consulted.

After answering these questions ("Relationships"), please identify any strengths or areas of needed improvement that you found.

Strengths:

1. The Summer Academy enjoys a cooperative relationship with its host, the El Segundo Unified School District. As an appendage of the El Segundo Education Foundation, the academy helps the foundation fulfill its mission. And the funds generated by the academy are used by the foundation to reinforce the educational programs of the district.
2. The ES Education Foundation is financially sound with strong financial practices to ensure the smooth, uninterrupted functioning of the Summer Academy. The Foundation operates on a \$1.3 million annual budget; is granting \$900,000 to ESUSD in June 2013; and has received clean audit reports in each of the four years it has been independently audited.
3. The Summer Academy provides additional educational opportunities for the students of this community. It provides the very necessary remedial courses to help students graduate; advancement classes to allow students to pursue multiple scholastic and extracurricular goals; preparatory classes to enable students to excel during the course of the normal school year; as well as enrichment classes.

Needed Improvements:

1. The Summer Academy has not determined the success of its students in the following year(s) of their academic careers. While survey data has been taken from students, parents and teachers, no systematic analysis has been made by examining the extent of their academic progress after the summer session had been completed.

Educational Services

1. List the educational services/programs provided by the Center/Program.

The Summer Academy provides non-credit, enrichment courses at the elementary, middle and high school levels. Some classes pursue special interests such as cooking, art, or SAT preparation. Some enrichment courses help reinforced skills that were previously learned such as reading. While some other enrichment courses preview content and prepare students for advancement such as AP preparation.

The Summer Academy also offers Advanced Credit courses. Student successfully passing these courses earn advanced credit. Courses such as Photography, US History, Media Design, World History etc., provide students the ability to pursue programs such as AVID, Engineering's Project Lead the Way, Student Government, Athletics, etc by fulfilling credits during the summer.

The third program offered by the Summer Academy is Credit Recovery. Students who earned poor grades or who failed courses in the regular year can make up units and grades by taking these courses. English, Algebra, Geometry, Biology, Spanish, etc are all offered to provide this opportunity.

2. How does the Center/Program monitor and report learning progress?

The Summer Academy collects grades and reports from the summer instructors. These grades are stored on an online account and are available when needed. Grades and credits are also reported to the students' home district. In the case of El Segundo students, the grades are entered directly into the student information system (SIS), PowerSchool. Parents and students access these grades online. For students outside the district, reports are provided directly to the students and also mailed to the registrar of their school of origin. Absences are reported directly by the teacher to the parents.

3. How does the Center/Program provide counseling and/or advising to students and parents?

Academic counseling is provided by the director of the Summer Academy as needed. However, most of the advisement is provided by the students' academic counselors during the regular school

year. The director encourages students to consult their counselors for matters that do not directly relate to the summer Academy.

4. How does the Center/Program communicate with the schools that students attend regularly?

Email and the web sites are the chief modes of communications the summer Academy use to communicate with its regular students.

5. What is done to ensure that all instructional staff has full understanding and competence in the philosophy and methods of the Center/Program?

All Summer Academy staff receive emails which is the chief manner in which communications take place. All documents are shared with the staff. The culture of inclusion and diversity is inculcated in the official communications. Since the staff are all well-qualified ESUSD personnel, they know the curriculum being taught in Summer Academy.

6. Briefly describe the age and condition of the instructional materials used?

The books, computers, labs, and other instructional materials all belong to the El Segundo Unified School District; the Summer Academy rent these materials from the district. Some of these materials as new some are aged, but all are appropriate.

7. Accreditation standards require that a complete set of records be kept on each student from admission to program completion. Cite evidence that files on each student are organized, complete, and handled with appropriate levels of confidentiality.

All academic records are kept and shared online by director and the clerk. The demographic records, email addresses, contact information, etc are generated and kept by the El Segundo Education Foundation upon registration. This information, minus individual financial data, are shared with the clerk and director and are kept online. The online records are password protected and are not available to the general public. Grades report data are entered into the student information system, PowerSchool by the clerk and maintained by the El Segundo Unified School District. A record of grades is also kept by the director and clerk online.

8. Cite evidence that a written guide of conduct and dress is written and made available to students and their families.

The written guide of conduct and dress is found on the Summer Academy web site and may be found at <http://www.genconnection.com/summer/2013/policies/behavior.htm>
The discipline policy is found at <http://www.genconnection.com/summer/2013/policies/discipline.htm>

Parents and students must affirm that they have read and understood the policies before they can complete registration online.

9. Does this Center/Program use the results of student testing to improve instruction and recognize staff performance?

Instructors use in-class testing to improve their own instruction. However, the Summer Academy does not use the state-wide tests results. Nonetheless, since all the instructors are also full-time employees of the El Segundo Unified School District, the professional development and the adjustments made in the regular school year are also implemented in the summer. Some courses such as Algebra, US History, Photography and English use the same formal assessments that are used during the regular year. However, not all courses do this. All courses are taught by highly qualified instructors.

10. Does this Center/Program compile student testing results to advise prospective parents of Center/Program performance?

No. There is no appropriate test for the Summer Academy to use to do this type of advisement.

11. Does this Center/Program make Center/Program student performance results known to the broader community it serves, including other Center/Programs in its service area?

The completion rate is shared with the Foundation Board of Directors as the only relevant statistic available.

12. Briefly describe the availability of technology for staff and students attending this Center/Program.

The technology utilized by the students and staff of the summer Academy is the same technology used by the El Segundo Unified School District. Computers, computer labs, the wi-fi, web sites, software, and programs are all available to the summer staff and students. What they are used to using during the regular school year is available during the summer.

After answering these questions ("Educational Services"), please identify any strengths or areas of needed improvement that you found.

Strengths:

1. The policies, resources, materials, and facilities enjoyed by the students and staff of the El Segundo Unified School District are also utilized by the students and staff of the Summer Academy through the comprehensive property use agreement.
2. The use of ESUSD's student information system, PowerSchool, allows for seamless reporting of Summer Academy results to the parents, counselors, and administrators.
3. A rich variety of courses are available for the students and taught by very well-qualified instructors.

Needed Improvements:

1. The Summer Academy has not measured the extent of the success of their students based on state-wide testing. Students in the credit recovery Algebra, Geometry, Biology, and English classes can be analyzed to determine their academic progress in successive classes such as the next English grade level and the next level of math. The AP Prep students can be followed to determine success of the summer program.
2. The Summer Academy has not worked closely with the counseling staff at the high school to determine the needs of students who require advancement or remediation.

Organization for Student Learning

1. To what extent does the Center/Program have a clear statement of purpose that reflects the beliefs and philosophy of the institution?

The Summer Academy's statement of purpose can be found on our web site's mission statement: *The El Segundo Education Foundation has always supported the teaching of our children and continues to hold this principle as its reason for being. The Ed Foundation (Ed!) has contributed more and more to the school district because the state has pulled back its commitment to fund public education. While Ed! regrets having to charge tuition for the summer academy, the simple fact is that Sacramento no longer funds summer programming (not to mention the deficient funding of the regular school program). Thus Ed! proudly sponsors the Summer Academy to fill the gap left by the inadequacy of public funds.*

The Summer Academy offers a bevy of courses that will enrich students who want to fill their summer days with learning and activities. It will also help students get ahead through academic preparation, enrichment and remediation.

<http://www.genconnection.com/summer/2013/mission.htm>

2. To what extent does the governing authority adopt policies that are consistent with the school purpose and that result in student achievement of schoolwide learning goals? Can the Center/Program demonstrate academic “value added” for participating students?

The curricular program of the Summer Academy is a direct reflection of the needs of the educational community. The adopted goals are the needs of the community. In many cases, the courses offered by the Summer Academy were the identical courses when the state funded these programs. After the state withdrew its funds, the Summer Academy maintained the course offering. In addition, the Summer Academy conducts surveys of parents and students to determine new areas of needs.

3. To what extent does the Center/Program leadership focus energies of the Center/Program on student learning, empower the staff, and bring commitment of all stakeholders into the learning community?

The Summer Academy staff and leadership are fortunate to work in a school district that is dedicated to student learning and performance. We already enjoy a working relationship with all the stakeholders during the regular year. This relationship is not diminished in the summer. The good relationship is maintained and enjoyed during the operation of the Summer Academy. The focus is 100% on student learning and the staff are fully focused on teaching.

4. To what extent does the Center/Program provide a qualified staff who are committed to student learning and the Center/Program’s philosophy and mission? How is professional development aligned with identified gaps in teacher’s skills and background?

The Summer Academy staff are employed only during the summer months. Thus the Summer Academy does not provide professional development of its own but instead relies on the El Segundo Unified School district’s professional opportunities for the training of the summer staff. Student learning is a hallmark of the El Segundo Unified School District. The Summer Academy has proudly drawn all of its instructors from this well-qualified pool and hires the best available teachers. Each teacher teaches to his/her strengths and expertise.

5. To what extent does the Center/Program have a safe, healthy, and nurturing learning environment?

The Summer Academy enjoys the same safe, healthy and nurturing learning environment that is provided by the El Segundo Unified School District during the regular school year. Through a comprehensive rental agreement, the Summer Academy makes use and takes advantage of this highly rated and regarded learning environment.

6. To what extent does the Center/Program leadership assess student learning and report progress to the school community?

Student learning and progress is reported by the teacher on the student information system, PowerSchool, which is used by the El Segundo Unified School District. Parents and students may access this student information system to check the results of the student learning in the Summer Academy. Students who are not native to El Segundo Unified Schools during the regular year receive a copy of their reports and these reports are also sent directly to their school’s registrar. The teachers assess the students in their individual classes. The Summer Academy director assesses overall progress through the program via the completion ratio.

After answering these questions (“Organization for Student Learning”), please identify any strengths or areas of needed improvement that you found.

Strengths:

1. The organization for student learning enjoyed by the students and staff of the El Segundo Unified School District during the regular year are also utilized by the students and staff of the Summer Academy through the comprehensive property use agreement.

2. The curricular program of the Summer Academy is a direct reflection of the needs of the educational community.
3. The Summer Academy has proudly drawn all of its instructors from this well-qualified pool and hires the best available teachers. Each teacher teaches to his/her strengths and expertise.

Needed Improvements:

1. Staff evaluation has not been measured.
2. Working with the administrative staff of El Segundo High School has been informal and ad hoc. A formal relationship should be established to help further achieve student success.

Curriculum, Instruction, and Assessment

1. To what extent does the Center/Program provide a challenging, coherent, and relevant curriculum for each student?

The Summer Academy exists to offer the El Segundo community further educational opportunities. It offers rigorous and challenging academic enrichment opportunities such as SAT Prep and AP Prep. It offers enrichment activities such as the Tennis Academy, Basketball foundation, and cooking. We offer Advanced Credit for students who wish to get ahead of their studies or who have impacted schedules. The Summer Academy also offers Credit Recovery for students who wish to improve previous performance in classes. The academy relies on the curricular process undertaken by the El Segundo High School staff from which the academy hires its personnel.

2. To what extent does the professional staff use research-based knowledge about teaching and learning evidenced by the use of varied instructional strategies in the classroom?

During the regular school year, El Segundo teachers are engaged in the implementation of research-based annual action plans for school improvement. We take seriously the term, “a cycle of continuous improvement.” These interventions are all the result of strenuous research as a group of professionals as well as individual research. As a result, the Summer Academy employs teachers who are well versed in the instructional strategies and research.

3. How is student learning assessed and how is learning data used to drive Center/Program decisions and improvement planning?

Student learning and achievement is assessed chiefly through classroom assessments. The teachers use the same assessments as they do during the regular school year, hence the results should be comparable. Constant adjustments are made to classroom instruction due to the learning data deduced from classroom assessments as well as state tests such as the STAR, and from national assessments such as the AP exams, PSAT, and the SAT exams. The completion rate is used to drive Summer Academy decisions and improvement planning.

4. Is learning data not only assessed, but also analyzed so that conclusions can be drawn and decisions for change made? How does the Center/Program use results to improve instruction?

Teachers are constantly assessing student learning through informal and formal instruments. Pre-formative, formative and summative assessments are a natural part of our course progression. The teachers are well trained and are experts in their field. The pass/fail rate for credit classes has been noted but not formally analyzed and determined for cause. The failure rate is highest in online courses.

After answering these questions (“Curriculum, Instruction, and Assessment”), please identify any strengths or areas of needed improvement that you found.

Strengths:

1. The Summer Academy offers a rich and diverse curriculum which is improved annually. The credit courses help students achieve their academic goals and alleviate the need for taking these courses during the regular year. This enables students to concentrate on courses of studies such as AVID, engineering, robotics, athletics, student government, music, etc. Proper placement of students has increased overall success.
2. The teachers use the same assessments as they do during the regular school year, hence the results should be comparable.
3. Pre-formative, formative and summative assessments are a natural part of our course progression. The teachers are well trained and are experts in their field.

Needed Improvements:

1. While improvements have constantly been made in the passage of courses, some credit courses still have relatively high failure rates. Teachers have made many adjustments which have improved academic performance for students. However, a systematic study has not been made.
2. Course planning and offerings has been haphazard. There has not been a systematic plan or strategy to plan for growth. Courses have mostly been developed from teachers' desires to teach certain subjects. While parental and student surveys have sought to uncover the academic needs and desires of the community, there needs to be a comprehensive plan for course development in order to enhance the development of the academy.

Section Three: Improvement Plan (Action Plan) for Future School Improvement

Supplementary Education Centers/Programs must develop an Improvement Plan (Action Plan) that becomes the blueprint for future school growth and improvement. The accreditation process focuses on self-study and the identification of specific areas of needed improvement in all parts of the school's program.

In the previous pages of the Self-Study, you have identified strengths and needed improvements. In the space below, copy and paste all of them from the document to this page. After you have collected them all on this page, then organize and synthesize them. You will find that some are similar and can be combined or blended together. Once you have synthesized your strengths and needed improvements, look more closely at your needed improvements. Which ones do you think are the most important? Identify what you consider to be your top three or four needed improvements — these will form the foundation of your Improvement Plan (Action Plan) that is the focus of this Section Three.

List the collected Strengths from the entire Self-Study Report:

1. A notable strength of the Summer Academy is the high academic standards it maintains as it supplements the curriculum of the El Segundo Unified School District with a summer program that was cancelled due to the lack of state funding.
2. The Summer Academy is a boon for the community as it provides high standards, academic excellence, academic opportunities in enrichment and remediation, financial aid, and other educational services for the El Segundo and surrounding communities.
3. The Summer Academy offers a variety of educational experiences to meet the needs of a diversity of students. The academy offers the traditional classroom experience as well as online and hybrid classrooms. Thus it meets the needs of the traditional students, special education students, students who spend summers on athletic endeavors, and advanced students.
4. The Summer Academy has been very responsive to the needs of the El Segundo community. For example, the demand for World History, US History, and Photography courses in the summer was determined by survey and conversations with parents, students, counselors, and administrators. These needs were expressed by the community and met by the Education Foundation and its Academy.
5. The staff of the Summer Academy is supplied by the faculty and staff of the very well qualified staff members of the El Segundo Unified School District.
6. A very high percentage (97) of students that enroll in Summer Academy complete their course(s) and receive a grade and credit.
7. The Summer Academy enjoys a cooperative relationship with its host, the El Segundo Unified School District. As an appendage of the El Segundo Education Foundation, the academy helps the foundation fulfill its mission. The academy provides additional educational opportunities for the students of this community. And the funds generated by the academy are used by the foundation to reinforce the educational programs of the district.
8. The ES Education Foundation is financially sound with strong financial practices to ensure the smooth, uninterrupted functioning of the Summer Academy. The Foundation operates on a \$1.3 million annual budget; is granting \$900,000 to ESUSD in June 2013; and has received clean audit reports in each of the four years it has been independently audited.
9. The Summer Academy provides additional educational opportunities for the students of this community. It provides the very necessary remedial courses to help students graduate; advancement classes to allow students to pursue multiple scholastic and extracurricular goals; preparatory classes to enable students to excel during the course of the normal school year; as well as enrichment classes.

10. The policies, resources, materials, and facilities enjoyed by the students and staff of the El Segundo Unified School District are also utilized by the students and staff of the Summer Academy through the comprehensive rental agreement.
11. The use of ESUSD's student information system, PowerSchool, allows for seamless reporting of Summer Academy results to the parents, counselors, and administrators.
12. A rich variety of courses are available for the students and taught by very well-qualified instructors.
13. The organization for student learning enjoyed by the students and staff of the El Segundo Unified School District during the regular year are also utilized by the students and staff of the Summer Academy through the comprehensive rental agreement.
14. The curricular program of the Summer Academy is a direct reflection of the needs of the educational community.
15. The Summer Academy has proudly drawn all of its instructors from this well-qualified pool and hires the best available teachers. Each teacher teaches to his/her strengths and expertise.
16. The Summer Academy offers a rich and diverse curriculum which is improved annually. The credit courses help students achieve their academic goals and alleviate the need for taking these courses during the regular year. This enables students to concentrate on courses of studies such as AVID, engineering, robotics, athletics, student government, music, etc. Proper placement of students has increased overall success.
17. The teachers use the same assessments as they do during the regular school year, hence the results should be comparable.
18. Pre-formative, formative and summative assessments are a natural part of our course progression. The teachers are well trained and are experts in their field.

List the collected Areas of Needed Improvements from the entire Self-Study Report:

1. The Summer Academy will mandate that all students and parents will have read and agreed to the Acceptable Use Policy for the use of technology. A statement that acknowledges the AUP will be signed by students and parents for the 2013 session at the time of registration.
2. Emergency policies and procedures will be published for the community. An emergency evacuation drill will be implemented each summer beginning with the 2013 session.
3. Training for the staff to implement emergency and crisis plans, handle accidents and illness, and prevent the spread of infectious diseases will be implemented for the 2013 session.
4. A systematized report needs to be developed for teachers to use in reporting the accomplishments of students in non-credit/enrichment classes.
5. The Summer Academy has not determined the success of its students in the following year(s) of their academic careers. While survey data has been taken from students, parents and teachers, no systematic analysis has been made by examining the extent of their academic progress after the summer session had been completed.
6. The Summer Academy has not measured the extent of the success of their students based on state-wide testing. Students in the credit recovery Algebra, Geometry, Biology, and English classes can be analyzed to determine their academic progress in successive classes such as the next English grade level and the next level of math.
7. The Summer Academy has not worked closely with the counseling staff at the high school to determine the needs of students who require advancement or remediation.

8. Staff evaluation has not been measured.
9. Working with the administrative staff of El Segundo High School has been informal and ad hoc. A formal relationship should be established to help further achieve student success.
10. While improvements have constantly been made in the passage of courses, some credit courses still have relatively high failure rates. Teachers have made many adjustments which have improved academic performance for students. However, a systematic study has not been made.
11. Course planning and offerings has been haphazard. There has not been a systematic plan or strategy to plan for growth. Courses have mostly been developed from teachers' desires to teach certain subjects. While parental and student surveys have sought to uncover the academic needs and desires of the community, there needs to be a comprehensive plan for course development in order to enhance the development of the academy.

After synthesizing and blending the list of Needed Improvements above, identify your final list of Needed Improvements:

1. The Summer Academy will mandate that all students and parents will have read and agreed to the Acceptable Use Policy for the use of technology. A statement that acknowledges the AUP will be signed by students and parents for the 2013 session at the time of registration.
2. Emergency policies and procedures will be published for the community. An emergency evacuation drill will be implemented each summer beginning with the 2013 session. Training for the staff to implement emergency and crisis plans, handle accidents and illness, and prevent the spread of infectious diseases will be implemented for the 2013 session.
3. A systematized report needs to be developed for teachers to use in reporting the accomplishments of students in non-credit/enrichment classes.
4. While improvements have constantly been made in the passage of courses, some credit courses still have relatively high failure rates. Teachers have made many adjustments which have improved academic performance for students. However, a systematic study has not been made.
5. Course planning and offerings has been haphazard. There has not been a systematic plan or strategy to plan for growth. Courses have mostly been developed from teachers' desires to teach certain subjects. While parental and student surveys have sought to uncover the academic needs and desires of the community, there needs to be a comprehensive plan for course development in order to enhance the development of the academy.
6. The Summer Academy has not measured the extent of the success of their students based on state-wide testing. Students in the credit recovery Algebra, Geometry, Biology, and English classes can be analyzed to determine their academic progress in successive classes such as the next English grade level and the next level of math.

From your final list of synthesized Needed Improvements, identify the top three or four that you consider to be major:

1. A systematized report needs to be developed for teachers to use in reporting the accomplishments of students in non-credit/enrichment classes.
2. While improvements have constantly been made in the passage of courses, some credit courses still have relatively high failure rates. Teachers have made many adjustments which have improved academic performance for students. However, a systematic study has not been made.

3. Course planning and offerings has been haphazard. There has not been a systematic plan or strategy to plan for growth. Courses have mostly been developed from teachers' desires to teach certain subjects. While parental and student surveys have sought to uncover the academic needs and desires of the community, there needs to be a comprehensive plan for course development in order to enhance the development of the academy.
4. The Summer Academy has not measured the extent of the success of their students based on state-wide testing. Students in the credit recovery Algebra, Geometry, Biology, and English classes can be analyzed to determine their academic progress in successive classes such as the next English grade level and the next level of math.

What are the anticipated impediments to achieving the Improvement Plan (Action Plan)?

1. The relatively short duration of the Summer Academy's 5-week session makes long-term projects challenging.

Attach a copy of the current Supplementary Education Center/Program Improvement Plan (Action Plan) to the Self-Study Report. See the "Resources for Developing an Improvement Plan" section of the Supplementary Education Centers/Programs Accreditation Manual for further information.

El Segundo Education Foundation's Summer Academy

Action Plan

Needed Improvement 1

A systematic report needs to be developed for teachers to use in reporting the accomplishments of students in non-credit/enrichment classes.

Activity: Create reporting form for teachers to use in reporting accomplishments

Person Responsible: Director in collaboration with teachers.

Timeline: Summer 2013

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation, Parents

Needed Improvement 2

While improvements have constantly been made in the passage of courses, some credit courses still have relatively high failure rates. Teachers have made many adjustments which have improved academic performance for students. However, a systematic study has not been made.

Activity 2a: Determine exact pass/failure rate for all credit classes

Person Responsible: Director and Teachers

Timeline: Fall 2013, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation

Activity 2b: Determine causes for failures

Person Responsible: Director and Teachers

Timeline: Winter 2014, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation

Activity 2c: Ameliorate causes for failures

Person Responsible: Director and Teachers

Timeline: Summer 2014-Summer 2016

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation

Needed Improvement 3

Course planning and offerings has been haphazard. There has not been a systematic plan or strategy to plan for growth. Courses have mostly been developed from teachers' desires to teach certain subjects. While parental and student surveys have sought to uncover the academic needs and desires of the community, there needs to be a comprehensive plan for course development in order to enhance the development of the academy.

Activity 3a: Determine enrichment needs of students (surveys, interviews, community input)

Person Responsible: Director and CEO

Timeline: Fall 2013, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: Board Chairman of Ed Foundation

Activity 3b: Determine needed new courses

Person Responsible: Director, CEO, Teachers

Timeline: Winter 2014, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation

Activity 3c: Recruit teachers

Person Responsible: Director

Timeline: Winter 2014, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation

Activity 3d: Recruit students

Person Responsible: Director, Teachers, CEO

Timeline: Spring 2014, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation

Activity 3e: Determine Effectiveness

Person Responsible: Director and CEO

Timeline: Fall 2014, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: Board Chairman of Ed Foundation, Community

Needed Improvement 4

The Summer Academy has not measured the extent of the success of their students based on state-wide testing. Students in the credit recovery Algebra, Geometry, Biology, and English classes can be analyzed to determine their academic progress in successive classes such as the next English grade level and the next level of math.

Activity 4a: Identify and check academic progress on students in Algebra, Geometry, English and Biology.

Person Responsible: Director and Teachers

Timeline: Fall 2013, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: Board Chairman of Ed Foundation

Activity 4b: Determine effectiveness of Summer Academy as measured by succeeding courses.

Person Responsible: Director and Teachers

Timeline: Winter 2014, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation

Activity 4c: Make adjustments to these courses to enhance student achievement.

Person Responsible: Director and Teachers

Timeline: Winter 2014, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation

Activity 4d: Continue to track achievement of summer academy students

Person Responsible: Director and Teachers

Timeline: Winter 2015, ongoing

Resources: Time allocation

Assessment, Monitoring, & Reporting: CEO and Board Chairman of Ed Foundation

Reevaluate Areas of Improvement Annually

Person Responsible: Director, Ed Foundation Chairperson, Executive Officer