



SUMMER SCHOOL 2021

Board Meeting
April 8, 2021
Agenda Item No.

Presented by:

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Every system is perfectly designed to get the results that it gets

SCUSD CORE VALUE

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow and reach their greatness.

SCUSD GUIDING PRINCIPLE

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options

Tonight's Agenda

- **Rationale for Summer Program**
- **Initial Overall Program Elements and Highlights**
- **Initial Planning dates**
- **Initial Program Elements and Highlights for Elementary and Middle School**
- **Initial Program Elements and Highlights High School**
- **Challenges**
- **Next Steps**



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Initial data for California confirm early grades, low-income children hit hardest by ‘learning loss’

18 districts with 50,000 students provide the initial findings.



U.S. • COVID-19

The Learning Gap Is Getting Worse as Schools Rely on Remote Classes, Especially for Students of Color



CALIFORNIA

In California, a million English learners are at risk of intractable education loss

Some 1.1 million students in California are English learners. Experts say schools must make immediate and swift interventions to salvage their education.

April 4, 2021

Why Operate a Summer Program?

- Many of our students are at risk of intractable educational loss
- Expanded learning and high dosage tutoring opportunities can:
 - Decrease the effects of pandemic learning loss
 - Increase grade level readiness
 - Accelerate student achievement

Initial Anchor Program Highlights

- Programming at every school site, designed by and driven by schools' SPSAs with a focus on academic and social and emotional interventions
- Opt-Out philosophy: Students pre-registered based on multiple measures via EIS and other data
- Priority students to include foster, homeless, EL, SWD, disengaged
- Professional learning for teachers
 - Integrated ELD/UDL/Anti-racist teaching
- Focus on priority standards
- In-person, 5 days a week
- Two sessions for a total of 39 days
- Benchmark assessments
- Explore youth employment opportunities
- Robust evaluation framework developed in partnership with researchers through a Research Practice Partnership

Role of Assessments

- We cannot improve what we cannot measure
- We must have common assessment data to help us identify students most in need of support and appropriate interventions
- Assessments are needed to determine the effectiveness of selected interventions
- Our goal is to institute common assessments in the 21-22 school year to understand the continued impact of our summer programming

Initial Schedule Planning

- Enrichment activities by CBOs for students: 6/21-6/25
- Academic Session 1: 6/28-7/23 (19 days)
- Academic Session 2: 8/2-8/27 (20 days)
- Academic & Enrichment
 - Academics from 8:00 - 11:30
 - Lunch 11:30 - 12:00
 - CBO Enrichment 12:00 - 3:30
- CBO Enrichment August 30-September 3

Extended School Year (for students with IEP's)

- Integrated or pull out
- June 28 - July 23 (20 days)
 - 8:00 - 11:30

Initial Planning: Elementary and Middle School

- Site goals aligned to areas of need identified in the SPSA
- Focus on priority standards
- Assessments to measure progress and to evaluate the program
- "Summer Bridge" program for incoming 7th grade

Initial Planning: High School

- Site goals aligned to areas of need identified in the SPSA
- Three in-person support credit recovery opportunities offered at every high school (AM/Midday/PM)
- "Summer Bridge" program for incoming 9th grade students
- Other programs possible, dependent upon the needs of the school (e.g. Math 1 readiness)

Challenges and Next Steps

- Scope of effort will be largely driven by staffing capacity
- Engage with stakeholders to operationalize this effort and provide standing updates to Board