



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

**Meeting Date:** September 12, 2013

**Subject:** Summer Matters

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: \_\_\_\_\_)
- Conference/Action
- Action
- Public Hearing

**Division:** Family and Community Engagement (FACE) Office/ Youth Development Department

**Recommendation:** N/A

**Background/Rationale:**

This is the second full year of the *Summer Matters at SCUSD* campaign. The campaign is aimed at sharing the importance of summer learning to parents, students, and stakeholders and expanding summer opportunities to all grade segments through a variety of programming. Summertime learning is vitally important. A growing body of research clearly shows that a lack of summer learning and enrichment opportunities leads to “summer learning loss” – a loss in students’ academic skills and knowledge during the summer months. *Summer Matters @ SCUSD* continues to grow, serving approximately 4000 students in summer 2013.

*Summer Matters @ SCUSD* included: SummerQuest, Summer of Service, Summer at City Hall, SOS Ambassador Program, SCUSD/Way Up Student Leadership Camp, Geek Squad Camp, Refugee School Impact Grant English Learning Program and the Health, Education, and Career Conference.

**Financial Considerations:**

A Total Budget of \$700,000 was multi-funded through the following sources: The California Endowment, Packard Foundation, Walmart, state and federal funding, and a host of community partnerships through in-kind contributions.

**Documents Attached:**

1. Executive Summary

**Estimated Time of Presentation:** 30 minutes

**Submitted by:** Teresa Cummings, Chief Accountability Officer and  
Stacey Ault Bell, Director I, Youth Development  
Support Services

**Approved by:** Jonathan P. Raymond, Superintendent



### I. OVERVIEW / HISTORY

Summertime learning is vitally important. A growing body of research clearly shows that a lack of summer learning and enrichment opportunities leads to “summer learning loss” – a loss in students’ academic skills and knowledge during the summer months.

Research shows that:

- Most students lose about two months of grade level equivalency in mathematical computation skills over the summer months. Low-income students also lose more than two months in reading achievement, despite the fact that their middle-class peers make slight gains (Cooper, 1996).
- About two-thirds of the ninth-grade achievement gap between lower and higher income youth can be explained by unequal access to summer learning opportunities during the elementary school years. As a result, low-income youth are less likely to graduate from high school or enter college (Alexander et al. 2007).
- Children lose more than academic knowledge over the summer. Most children—particularly children at high risk of obesity— gain weight more rapidly when they are out of school during summer break (von Hippel et al. 2007).<sup>i</sup>
- As much as two-thirds of the difference between low income and middle-income youth in key academic success measures can be traced back to summer learning loss that occurred during elementary school. (Donohue & Miller, 2008).<sup>ii</sup>
- Unequal access to summer learning and enrichment opportunities is a significant factor in the achievement gap between low-income students and their higher-income peers.<sup>iii</sup>

*Summer Matters @ SCUSD* has become a core part of SCUSD’s efforts to provide students with the academic and social emotional supports they need to become college and career ready. In 2010, SCUSD was awarded \$250,000 from Learn and Serve America to start the Summer of Service Program focused on transitioning 8<sup>th</sup> graders. Due to the incredible success of the program, funders such as The California Endowment and David and Lucile Packard have since invested over \$750,000 into SCUSD Summer Learning programs. In addition SCUSD has become a pivotal part of the statewide “Summer Matters” movement to ensure all students in the state have access to innovative, project-based summer learning programs. This year, the statewide “Summer Matters” campaign honored Superintendent Raymond with its Champion Award for his exemplary leadership in support of summer learning.

The success of the initial Summer of Service program has led to expansion into both elementary and high school age segments. The *Summer Matters @ SCUSD* campaign

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called together a host of community partners to provide structured, meaningful, and relevant learning opportunities for our highest need students.

### II. DRIVING GOVERNANCE

Summer Learning is aligned with preparing students with “Pillar I” Career and College readiness. During summer we have the opportunity to engage students in a structured but less restrictive environment. With a focus on disguised learning, students at every grade span participate in high quality engaging enrichment activities that strengthen their core academic skills, increase social emotional competencies and encourage physical activity.

We continue to focus on the end goal of creating college and career ready students and students that are agents of change in their communities. Our summer learning programs utilize a service learning model, with a goal of increasing youth’s school connectedness, civic engagement and community responsibility. Students are challenged with being problem solvers and utilizing 21<sup>st</sup> century skills to discover solutions. The summer learning framework is deeply connected to social justice youth development while employing Science, Technology, Engineering & Mathematics (STEM), youth voice and action, and partnership building skills.

*Summer Matters @SCUSD* continues to be intentional about closing the achievement gap and decreasing student drop-out. The programs target students that may need extra assistance, engagement and support. Youth Development continues to work closely with student behavior, mental health, counselors, teachers, and principals to locate the students that may have been marginalized in other settings.

### III. BUDGET

*Summer Matters @ SCUSD* is multi funded. Funding sources include: foundations (including pivotal funding from Packard Foundation and support through the Partnership for Children and Youth), ASES Supplemental grants and 21<sup>st</sup> Century Supplemental funding. Funding is also leveraged with a myriad of committed community partners, including a new summer partnership with Think Together utilizing funding from Walmart. Funding from USDA Summer Breakfast and Lunch program ensured children received adequate nutrition throughout *Summer Matters @ SCUSD*.

### IV. GOALS, OBJECTIVES, AND MEASURES

#### SummerQuest Program (Elementary School):

- Students will strengthen or advance their current grade level reading skills

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- Each program school site will collectively read at least 100,000 pages
- Students will acquire the skills to work collaboratively with their peers and to resolve issues in constructive ways
- Students will be engaged in active learning opportunities through the implementation of an integrated academic curriculum that is aligned with STEM and Common Core Standards
- Students will be engaged in health awareness and physical fitness activities to promote their health and wellbeing
- Students will be given opportunities to develop and enhance leadership and peer collaboration

### **Summer of Service Programs (Middle & High School):**

- All students will complete 120-150 service hours.
- Students will develop a positive orientation to campus, school connectedness, and confidence in their transition.
- Students will have an understanding of their civic responsibility and how to influence their communities to support healthy lifestyles or address environmental issues.
- Students will develop leadership skills in youth-led service learning projects.
- Students will have increased civic responsibility and community awareness.

### **Way Up Student Leadership Program (SYLP) Camp @ CSUS (incoming 9<sup>th</sup> graders):**

- Students will leave with a clear vision of the type of life and lifestyle they want to have in the future
- Students will create life goals based on their passion and vision
- Students will leave with a blueprint for reaching their life goals

### **SOS Ambassador Program (High School):**

- Provide authentic leadership opportunities and work-based learning skill building for older high school students
- Students will develop and facilitate large group activities for their peers and younger youth
- Students will enhance their ability to work collaboratively as an integral part of the school site facilitation team

### **Summer at City Hall (High School):**

- Prepare students for five week internship
- Provide students with strategies for professional communication
- Provide students with strategies to handle conflict

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- Provide students with information and understanding of appropriate professional behavior and dress.

### Refugee School Impact Grant (RSIG) English Learning Program:

- Build English vocabulary
- Increase talk time for English learners
- Expand opportunities for expression through art
- Build positive rapport with students to increase open dialogue and support students in social interactions
- Provide daily opportunities for social interactions with non-ESL students

## V. MAJOR INITIATIVES

Our summer learning is focused on student needs and a community-call to action: academically, social and emotionally, and preparation for post-secondary. *Summer Matters @SCUSD* encompasses the following programs:

**SummerQuest (2<sup>nd</sup> year of program):** The Sacramento City Unified School District's 7 week Summer Quest program served 2068 rising 1<sup>st</sup> through 6<sup>th</sup> grade students this summer, giving them the opportunity to participate in meaningful and engaging summer learning program to strengthen their literacy, math, social science, healthy eating and physical activity skills. Embedded within the program are opportunities to promote students interest and access to Science, Technology, Engineering and Math (STEM) activities and supports. The program focuses on eliminating the summer learning loss that impacts many of our students during the summer months by engaging them in youth driven activities and learning exercises to ensure their academic, social and emotional success in the fall. The Summer Quest Program incorporates high quality teaching, collaboration, youth voice, positive culture and evaluation elements that are integrated and aligned with academic learning content. Sites were selected across SCUSD and allowed all students within the community to enroll. This year, Youth Development Support Services staff worked closely with the Academic Office to build units of study around the Summer Quest theme of "Space Exploration." Students learned about the solar system and planet earth and worked on a collaborative grade-level appropriate project where they created their own fictitious planet complete with an imagined history, topography, weather, plant and animal life and more.

**Summer of Service 2.3 (3<sup>rd</sup> year of program):** The Sacramento City Unified School District's 7-week Summer of Service 2 (SOS 2.2) program served 895 rising 6<sup>th</sup> and 7<sup>th</sup> grade at-risk and high needs students attending Albert Einstein, California, Rosa Parks, Fern Bacon, Kit Carson, Sam Brannan, Sutter, School of Engineering & Sciences and Will C. Wood Middle Schools, giving them the opportunity to participate in meaningful

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service-learning activities that focus on literacy, math development, social justice, healthy eating and lifestyles, and physical activity activities and needs in their community. The program focuses on supporting at-risk students during this critical transitional summer between elementary to middle school by orienting them to the new environment and increasing their feelings of school connectedness. SCUSD credentialed teachers and SOS staff work collaboratively to prepare highly engaging academic lessons based on Common Core State Standards that align to the service learning projects chosen by students.

**Summer of Service 1.4 (4<sup>th</sup> year of program):** The Sacramento City Unified School District's 7-week Summer of Service program served 735 incoming 9th grade students from disadvantaged circumstances and gave them the opportunity to participate in meaningful service-learning activities that address societal and social justice needs in their community. John F. Kennedy, Luther Burbank, School of Engineering & Sciences, Hiram Johnson, West Campus, CK McClatchy, Rosemont and Health Professions High Schools serve as implementation sites. The program focuses on supporting at-risk students during this critical transitional summer between middle and high school by orienting them to the new environment and increasing their feelings of school connectedness. To demonstrate the program's commitment to innovation, technology and youth leadership, students use social media tools to track their reflections and assist with program evaluations. Similarly to SOS 2.3, SCUSD credentialed teachers and SOS staff work collaboratively to prepare highly engaging academic lessons based on Common Core State Standards that align to the service learning projects chosen by students. Students that completed the program received five high school credits.

**SOS Ambassador Program (3<sup>rd</sup> year of program):** The SOS Ambassador Program allows for continued engagement of former SOS students by allowing them to be mentors and leaders in both SOS and SummerQuest programs. The program provides authentic leadership opportunities for older high school students, as well as gives them work experience as they begin to build their college and career portfolios. Students received extensive pre-service training and ongoing support in order to grow their leadership skills, build relationships with their peers younger students, develop and facilitate large group activities, support students in the implementation of their projects and work collaboratively as an integral part of the school site summer team. Over 50 students participated in the SOS Ambassador program this summer. Participants that achieved their target participation hours and completed a culminating project presentation received five high school credits and a financial stipend.

**Summer at City Hall (3<sup>rd</sup> year of program):** Summer at City Hall provided 62 high school students with the opportunity to gain valuable work experience while making a

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difference in their communities. Selected participants worked as interns, alongside decision makers to impact their city within a variety of City of Sacramento departments or within a Community Based organization. Student interns attended classes at City Hall, where they had the opportunity to meet peers with similar interests and learn from, and network, with City Hall Officials and Decision-makers. In addition to the experience of working at City Hall, participants that completed the course and internship earned five high school credits and a financial stipend.

#### **Way Up Student Leadership Program (SYLP) Camp @ CSUS (2<sup>nd</sup> year of program):**

WayUp Sacramento, Sacramento City Unified School District, City of Sacramento and California State University partnered to hold a 3-day/1-night camp at Sacramento State University that served 360 incoming 9th graders and SOS Ambassadors within the Sacramento City Unified School District, teaching them to stand as leaders in their schools and communities under the camp theme "Shooting For The Sun." The WayUp Sacramento Youth Leadership Program was created to improve student performance by increasing connections to their schools and communities. By providing professional development for staff and skills development for students, the goal of the program is to ultimately improve student engagement, student voice and leadership, and the overall school climate.

#### **Refugee School Impact Grant (RSIG): English Learning Program (1<sup>st</sup> year of program):**

RSIG was designed to meet the needs of refugee students by building on existing *Summer Matters @ SCUSD* programs. Students were immersed into SummerQuest and SOS programs and provided the support they needed to increase their English vocabulary, connectedness and social emotional learning. 56 newcomer refugee students were identified and served at 12 SummerQuest sites. Elementary sites with the largest number of identified refugee students included Elder Creek, Washington and Caroline Wenzel Elementary schools. In addition refugee students were identified and served at Will C Wood Middle School, West Campus High School and John F. Kennedy High School.

**Geek Squad Summer Academy (3<sup>rd</sup> year of program):** Geek Squad is a community event sponsored by Best Buy. At Geek Squad Summer Academy, students are taught over two days about the latest technology in a fun, interactive environment. Team building activities in classes such as PC Build, Programming, Digital Photography, and Digital Music build friendships and self-confidence. This year, the academy was held at Bowling Green Charter Schools (McKoy & Chacon) August 28<sup>th</sup> and 29<sup>th</sup>. 160 3<sup>rd</sup> – 6<sup>th</sup> grade students participated including students from the Bowling Green schools and Phoenix Park communities.



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**Go B’Nanas (4<sup>th</sup> year of program):** Go B’Nanas focuses principally on asset based building blocks, drawing upon positive values and positive identity to challenge students and call them to think critically about how they will make courageous strides toward accomplishing their goals. Social Emotional Learning (SEL) Core Competencies are explicitly delivered in small groups with focus areas surrounding Alcohol, tobacco and other drug prevention, obesity prevention, leadership development and physical activity. The Go B’Nanas team (made up of both youth and adults) rotated to all the SOS programs at both middle and high school, ensuring every secondary student participated in a high energy, one-day workshop. The program incorporates music and movement to increase youth engagement, build leadership skills and empower students to achieve. Emphasis is placed on *Resiliency, Achievement Motivation, Responsibility, Positive Peer Influence, Leadership and High Expectations*.

**Health, Education, and Career (HEC) Conference (7<sup>th</sup> year):** The 7th Annual HEC Conference was held at Sacramento City College. The event, primarily targets foster youth, pregnant teens and foster parents and enables them to access a variety of resources and receive concrete information regarding college and career readiness.

#### VI. RESULTS

- SCUSD continue to expand the number of students served in high quality summer programming. This year the goal was to serve 3500 students. We exceed our goal with approximately 4000 students participating in *Summer Matters @ SCUSD 2013*.
- Leveraging of existing District dollars- utilizing our 21<sup>st</sup> Century after school funding; youth development and foundation funds to maximize opportunities for students.
- Summer students showed positive statistical gains in attitudes and skills related to school and community connectedness, civic involvement and environment stewardship.
- We have created effective partnership initiatives that help our communities align their resources and expertise to address the achievement gap and high dropout rates. By focusing on the needs of the Whole Child and harnessing a range of community resources, the school district has designed a system to achieve better student outcomes.
- Primary strengths are: (1) at-risk young people who are at a transitional age (6<sup>th</sup> – 9<sup>th</sup> grade) become engaged in the program and develop an increased connectedness to school; and (2) participating students increased their community awareness and understanding of civic responsibility. These strengths can be attributed to experiential learning, as the participating students were exposed to diverse perspectives, and they examined the broader social and civic context for the identified community need. They engaged in reflection activities to examine changes in their knowledge and attitudes, and they measured their progress toward meeting specific service goals and learning outcomes. A student survey from the SOS project shows a positive impact on the



participants, with a greater percentage of students reporting positive attitudes and a belief that they can personally make a difference at school or in the community.

- In alignment with the California Department of Education After School Division's shift from a compliance only approach, *Summer Matters @SCUSD* incorporates a comprehensive quality assurance strategy to ensure high quality programming. This strategy utilizes the Comprehensive Assessment of Summer Programs (CASP) to inform hiring of quality staff, intentional professional development of staff, frequent site observations with written feedback and on site coaching.
- Combining high expectations with highly engaging activities, Youth Development Support Services follows a positive discipline approach and commits to not kicking students out of programs. Professional development is provided in the area of restorative justice, classroom management and collaborative learning so students are benefiting from the complete summer experience.
- In a season of fiscal stress and instability internal partnerships continue to increase with Nutrition Services, Transportation Services, Maintenance and Operations, Academic Office, and a host of integral departments working together to ensure our students are safe, engaged and learning during the summer months.
- Adopting a Whole Child – Whole Year model, the Youth Development department incorporates summer learning strategies into the out-of-school time space throughout the year. With a deepened focus on Social Emotional Learning, Social Justice Youth Development and Common Core, after school programs are spaces where students can receive academic interventions, have opportunities to enhance leadership skills, develop youth voice and continue service learning projects.

### VII. LESSONS LEARNED / NEXT STEPS

- Youth Development is hosting a debrief meeting with program partners in September, 2013.
- Ongoing focus on Whole Child – Whole Year;
- Deepened work in aligning both summer and after school with Common Core State Standards;
- Summer Youth Leadership Program (SYLP) students will be selected to attend the Advanced Camp in October;
- Continue to provide professional development opportunities for Expanded Learning and other district staff;
- Increase youth development and social emotional learning supports for refugee and newcomer students;
- Develop performance measures that incorporate multiple district initiatives, such as SEL and Common Core;

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- Explore opportunities to expand summer learning with flexible funding via the CORE Waiver.

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<sup>i</sup> National Summer Learning Association; retrieved from [www.summerlearning.org](http://www.summerlearning.org)

<sup>ii</sup> Public Profit (2013). Summer Matters: How summer learning strengthens student success; retrieved from [www.summermatters2you.net](http://www.summermatters2you.net)

<sup>iii</sup> ibid