SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 10.2

Meeting Date: October 20, 2016

Subject: Summer Matters 2016

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

Division: Youth Development Support Services

Recommendation: This item will present to the Board information about the Summer Matters program 2016.

Background/Rationale: Youth Development Support Services has facilitated the district's Summer Matters programming since 2010. This high quality, engaging and enriching programming served almost 4000 incoming 1st – 12th grade students for 5 weeks during summer 2016.

Recent research from the RAND Corporation shows that high quality summer learning programs not only curb summer learning loss, but also boost student achievement. Summer Matters 2016 included SummerQuest, Summer of Services, Summer at City Hall, SOS Ambassador Program, Freedom Schools, Go B'Nanas, and the Reverb project. In addition, the first annual YDSS summer literacy campaign consisted of Warrior Voices, Haircuts 4 Literacy and One Book, One Sacramento.

Financial Considerations: Summer Matters 2016 had a total budget of approximately $900,000 and was multi-funded through state and federal funding as well as a host of community partnerships through in-kind contributions. Due to the increase in program and staffing costs, the current programming has outgrown the capacity of YDSS grants. In order to maintain current program levels YDSS and the district will need to locate additional funding sources.

LCAP Goal(s): College, Career and Life Ready Graduates; Safe Emotionally Healthy and Engaged Students; Family and Community Empowerment

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 15 minutes
Submitted by: Stacey Ault Bell, Youth Development Director
Approved by: Olga Simms, Area Assistant Superintendent

Board of Education Executive Summary

Youth Development Support Services

Agenda Title: Summer Matters 2016
Date of Board Meeting: October 20, 2016

I. OVERVIEW / HISTORY

Summer Matters 2016 provided high quality, engaging and enriching summer programming for incoming 1st – 12th grade students, serving 3365 students across 32 sites. Summer Matters programs operate for 5 weeks, 6 hours per day during the summer months. Using the Social Justice Youth Development framework, all Summer Matters programming is rooted in student voice, choice and project based learning incorporating English Language Arts, Math and Science concepts in an effort to reduce the "summer slide", the loss of 2-3 months of learning from the previous academic year. The programs are both vital sources of nutrition for many of our students as well as an opportunity to remain physically active.

A growing body of research shows that a lack of summer learning and enrichment opportunities lead to *"summer learning loss"* – a loss in students' academic skills and knowledge during the summer months. For the more than 25 million low-income public school students in America, summer is often anything but a vacation. Instead of a relaxing break to explore new interests and places, it's often a time when children, youth and families struggle to find and afford food to eat and a safe place to be. This summer learning loss is one of the most significant causes of the achievement gap between lower and higher income youth and one of the strongest contributors to the high school dropout rate.

Summer Matters @ SCUSD has become a critical component of SCUSD's efforts to provide students with the academic and social emotional supports they need to become college and career ready. The research community continues to explore effective strategies and best practices for many aspects of summer learning opportunities, including summer school, youth employment, nutrition programs, enrichment programs, and more. The field also continues to explore significant questions around program quality, access to programs, and program outcomes, determining "best fit" approaches for different kinds of students and communities. Better data on how youth spend their summer will help inform equity implications of summer investments. This expanding knowledge base is critical to ensuring smart investments in activities that make a real difference in the lives of youth. Recent research from the RAND Corporation funded by The Wallace Foundation shows that high-quality summer learning programs not only curb summer learning loss, they can even help boost student achievement. When children continue to learn during the summer, they are healthier, safer, and smarter, and their schools and communities are more successful.

II. DRIVING GOVERNANCE

Summer Learning is specifically aligned with LCAP goals College, Career and Life Ready Graduates; Safe, Emotionally Healthy and Engaged Students; and Family and Community Empowerment. 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, innovative and creative enrichment activities that strengthen their core academic skills, increase social emotional competencies and encourage physical activity.

We continue to focus on the end goals of creating students that are college, career and life ready as well as preparing students to be agents of change within their own lives and their communities. Our secondary summer learning programs utilize a service-learning model, in order to increase student's school connectedness, civic engagement and community responsibility. Students are challenged to become problem solvers and critical thinkers, utilizing 21st 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 social emotional skill building.

Summer Matters @SCUSD continues to be intentional about closing the achievement gap and decreasing student drop-out rates. The programs target students that may have limited access to enriching learning experiences within their communities, as well as students that may need extra assistance, engagement and support. Youth Development continues to work closely with school staff, counselors, teachers, and principals to identify and target students that may have been marginalized in other settings. The Academic Office collaborated in creating lesson plans and assessment tools for SummerQuest, and also provided extensive training to SummerQuest staff in Common Core State Standards in reading comprehension, as well as grade appropriate numeracy training and mathset. Finally, a collaboration with the Multilingual Literacy department ensured that literacy needs of bilingual students were addressed.

III. BUDGET

Summer Matters 2016 had a total budget of approximately $900,000 and was multi-funded through state and federal funding as well as a host of community partnerships through in-kind contributions. Due to the increase in program and staffing costs, the current programming has outgrown the capacity of YDSS grants. In order to maintain current program levels YDSS and the district will need to locate additional funding sources.

IV. GOALS, OBJECTIVES, AND MEASURES

Summer Matters goals are as follows:

- Decrease "summer learning loss" for students most at risk by providing engaging learning opportunities in communities with limited learning opportunities for youth;
- Decrease student drop-out by strategically providing support, student engagement opportunities and by increasing school connectivity during the transition summer before middle and high school;

- Prevent childhood obesity through daily opportunities for rigorous physical fitness and by providing access to nutritious breakfast and lunch at school sites;
- Involve families and maximizing student attendance with firm enrollment deadlines, clear attendance policies, and electronic student records;
- Use evidence-based, commercially available curricula, and standardizing its use across sites;
- Provide carefully planned, engaging enrichment activities.

In alignment to other district initiatives, Summer Matters @SCUSD programs also integrate Social Emotional Learning (SEL) skill building, Common Core State Standard practices, and a positive discipline approach. Program goals and objectives are measured through various methods, including student, staff and parent surveys, student and parent video blogs, as well as mid-year focus groups with transitioning students.

V. MAJOR INITIATIVES

Summer Matters @ SCUSD includes the following programs:

Summer Quest

The 5-week Summer Quest program served **1726** rising 1st through 6th grade students this summer, giving them the opportunity to participate in meaningful and engaging summer learning programs to strengthen their literacy, math, social science, healthy eating and physical activity skills. The Summer Quest Program incorporates high quality instruction, collaboration, youth voice, and youth culture. Embedded within the program are opportunities to promote student interest and access to Science, Technology, Engineering and Math (STEM) activities and supports. Sites were selected across SCUSD, with each site serving as a community site for SCUSD students and families within the neighborhood. This year's Summer Quest theme was Summer Olympics. Students were involved in team building activities, physical fitness, STEM projects, etc. Each school site worked on team goals during professional development with the SCUSD Academic team and through these goals they were able developed Olympic based projects for their sites.

SummerQuest desired student outcomes:

- Students will maintain or advance grade level reading skills;
- 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.

Summer of Service (SOS) Middle Schools Program

The 5 week Summer of Service program served **771** rising 6th, 7th and 8th grade students attending Albert Einstein, California, Rosa Parks, Fern Bacon, John Still, Sam Brannan, Sutter, and Will C. Wood Middle Schools, giving them the opportunity to participate in meaningful service-learning activities that focused on literacy, math development, social justice, healthy eating and lifestyles, and physical activity activities and needs in their community. The program focuses on supporting students 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 (SOS) High School Program

The 5-week Summer of Service high school program served **500** incoming 9th grade SCUSD students, giving them the opportunity to participate in meaningful service-learning activities that address societal and social justice needs in their community. Programs served students from John F. Kennedy, Luther Burbank, Hiram Johnson, CK McClatchy, Rosemont and Health Professions High Schools, as well as small high schools within the district. Again, programming intentionally focused on supporting at-risk students during this critical transitional summer 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 Middle School Program, 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.

Summer of Service (Middle & High School) desired student outcomes:

- All students will complete 120-150 service hours;
- Students will establish a positive orientation to campus; develop school connectedness and increased confidence in their transition;
- Research based, service learning curriculum, integrated by credentialed teachers;
- Students will establish positive relationships with caring adults on their school campus;
- Students will have an understanding of their civic responsibility and see themselves as an agent of change in their own lives, on their school campus and in their community;
- Students will develop leadership skills in youth-led service learning projects.

SOS Ambassador Program

The SCUSD Summer Ambassador Program consisted of **50** highly motivated sophomore, junior and senior high school students who served as Ambassadors at our Elementary, Middle and High School sites. The Ambassadors assisted with projects, served as a liaison for students by

providing student voice at staff meetings and/or to program managers, and led activities specific to their summer program site. At the end of program Ambassadors had the opportunity to earn five high school elective credits and a monetary stipend for their service. The 2016 SOS Ambassadors were trained on how to develop and administer a teacher evaluation system. Students developed performance assessments for use during in-class observations. These observations and assessments were calibrated by the YDSS Staff and SOS team to aid in similar evaluation scoring. Additionally, The Ambassadors were trained on how to develop performance assessment surveys. The assessments were distributed to all summer participants to gauge overall teacher performance during the 5 weeks of summer. This year's Ambassador program had over 100 applicants with 50 receiving an Ambassador position for the summer. All applicants were screened, selected for an interview and chosen to represent Summer Matters as an Ambassador. There were Ambassadors at all four of the SOS high school sites, seven SOS middle school sites and eight of our SummerQuest sites. Of the 50 Ambassadors, nine were returning Ambassadors and 34 were previous SOS students.

SOS Ambassador Program desired student outcomes:

- Students will receive authentic leadership opportunities and work-based learning skill building;
- 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

Summer at City Hall provided **47** SCUSD high school students with the opportunity to gain valuable work experience while making a 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, taught by SCUSD credentialed teachers, where they had the opportunity 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. This year, 100% of student participants completed the Summer at City Hall program.

Summer at City Hall desired student outcomes:

- Students will be prepared for five week internship within city government, school district and other community organizations;
- Students will learn strategies for professional communication;
- Students will learn strategies to handle conflict within the workplace;
- Students will receive information and develop understanding of appropriate professional behavior and dress;

- Students will complete community service project;
- Students will obtain knowledge and develop understanding of local government;
- Students will have opportunity for increased civic engagement.

Go B'Nanas

Go B'Nanas is a roaming, highly engaging health, wellness and prevention clinic that 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, healthy peer and romantic relationships, obesity prevention, and leadership development. 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.

Freedom Schools

The Children's Defense Fund Freedom School Program© provides enrichment and academic support designed to help children develop lifelong love of reading, increase their self-esteem, and generate a positive attitude toward learning. The program focuses on literacy, parent involvement, conflict resolution, and social action. The program employs a culturally relevant integrated reading curriculum. RFDC & FOF Freedom School served over **288** students, grades K-6, at Leataata Floyd, Cesar Chavez and Phoenix Park. Students received a weekly book to take home, experienced exciting field trips each Friday, and remained enthusiastic learners throughout the summer.

Reverb

Reverb is a youth participatory action research project that empowered SOS students by teaching them critical evaluation techniques for assessing their experiences within the classroom. The program acknowledges that students are rarely granted the opportunity to meaningfully examine or evaluate their own K-12 narrative. Reverb instructors guided students through a series of critical discussions, which examined how power, identity, and various social institutions have shaped their relationship with their teachers in the education system. Students then lead a data collection process (either quantitatively or qualitatively) to better understand how teachers and the education system have impacted themselves and other students. After data collection students created a video presenting their findings. This vide will be used for Summer Matters 2017 training. The overall goal in presenting their findings is to harness authentic youth voice as a conduit for challenging the education system, to inform and improve teacher pedagogy, and to offer solutions to positively alter the education experiences of other students.

Warrior Voices
This year YDSS collaborated with the Multilingual Literacy department and 916Ink to develop the first Summer Matters published book. The title of the book is "Warrior Voices" and is comprised of poetry from **17** ELL students who participated in the writing camp at the Imaginarium located at Maple Elementary.

Men's Leadership Academy Haircuts 4 Literacy
The Haircuts 4 Literacy project allowed YDSS to partner with 11 community barbershops and the Sacramento Public Library. The Sacramento Public Library supplied books for all 11 barbershops where students could go in and read to the barber for a free haircut. The kick-off, held at Upgrade Cuts on Florin, brought in 20 young men from the Phoenix Park Freedom School program to read and get haircuts. The kick-off was a feature event on Good Day Sacramento and KCRA, and featured Superintendent Banda and Slamson from the Sacramento Kings.

One Book, One Sacramento
One Book, One Sacramento (OBOS) is a literacy campaign that was launched during SummerQuest program in which YDSS partnered with a local author and former YDSS staff member, JaNay Brown-Wood, who wrote the children's book "Imani's Moon". Over 1200 copies of "Imani's Moon" were distributed to elementary students who attended our summer program. In addition 10 schools received a private reading of the book with the author. We held a kick-off event with our OBOS partner, the Sacramento Zoo, where the Freedom School students attended. They participated in a "Harambe" (engaging cheers and chants around reading), experienced a read-in with JaNay Brown-Wood and got to explore the Sacramento Zoo. For many of the students that attended the event it was their first time visiting the Sacramento Zoo. During this event, we also partnered with the Sacramento Kings who sent their mascot, Slamson, to support and engage with students through interactive dances and literacy-based games. We had our culminating OBOS close-out event with our other OBOS partner, the Plant Foundry, located in Oak Park. In addition to the author read-in families were able to tour the Plant Foundry, participate in arts and crafts activities, plant a flower to take home.

VI. RESULTS

Data and results for 2016 findings are as follows:

- SCUSD enrolled approximately **3365** students during Summer 2016;
- As in previous summers, Summer Matters programs served student populations that mirror the ethnic breakdown of our school district , with nearly an even split between male and female students which is truly reflective of the overall district population;
- Summer Matters students reported positive gains in attitudes and skills related to school and community connectedness, civic involvement and positive decision making;

- Students involved with SummerQuest saw no summer learning loss and impressive gains in Math and Reading skills combined;
- SummerQuest saw overall 11%-26% gains in math assessment scores; with an average gain of 14% for the sample of students assessed (n=816);
- Pilot launch of English Language Arts assessments created through a partnership between YDSS and English Language Arts (ELA) curricula coaches. Pre/Post Assessments were developed using writing journals and reading logs. Assessments gauged reading stamina and quality of writing responses according to CCSS;
- Random sample of 35 student writing journals were analyzed. Of the sample taken, 94% completed the goals outlined by CCSS and the ELA team and reached state standard benchmarks. Of the sample taken, 240 books were read and a total of 3845 pages were read;
- Data was also collected regarding students' experience in SOS. 94% of students reported "having fun" during their SOS experience. 95% of students agreed that Teachers and Staff "tried their best to make summer a fun experience." 91% of students "were able to build relationships with students they never met before." 90% of students reported being able to "work with students of a different identity" than them. 85% of students stated that they "learned a lot about different social problems affecting my community." 82% of students reported that they "learned new skills that they could apply next year";
- In addition to student data, 333 parents completed a parent survey. 95% of respondents agreed that "my child had fun during the SummerQuest program." 95% of respondents stated that "my child had the option to participate in safe activities, sports, and games." 92% of respondents recorded that "my child participated in at least 30 minutes of rigorous exercise every day." 86% of respondents stated that "my child made new friends during SummerQuest." 92% of respondents said that "my child was able to work with students from different backgrounds on classroom assignments, team games, or class projects." 90% of respondents believed that "my child was able to create positive memories from SummerQuest Programming." 92% of respondents stated that "as a parent, I felt that my child was safe at all time." 91% of respondents stated "as a parent, I would re-enroll my child in a SummerQuest program again next year";
- In alignment with the California Department of Education After School Division's shift from a compliance only approach, Summer Matters 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;
- Primary program strengths, as identified through the Comprehensive Assessment of Summer Program (CASP) quality assurance and assessment tool are: (1) youth are highly 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;

- 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.

VII. LESSONS LEARNED / NEXT STEPS

- Internal partnerships continue to increase with Nutrition Services, Maintenance and Operations, Academic Office, Safe Schools Office, Multi-Lingual Services, SEL/Equity and a host of integral departments working together to ensure our students are safe, engaged and learning during the summer months
- External partnerships are critical to the Summer Matters @ SCUSD model. Existing funds do not provide the resources needed to deliver at the desired high quality while continuing in increase in student number. SCUSD Expanded learning partner agencies contribute extensive additional resources and staff time toward this project. Without those contributions, Summer Matters @SCUSD would not be the successful and evolving programing it is;
- The California School Board Association (CSBA) conducted a research documentary within on STEM activities happening during the summer space. This documentary and accompanying panel will be featured during the CSBA Annual Education Conference in December;
- Continued professional development from the Academic office to increase knowledge base for agency staff to continue support in Math ICAN;
- Deepened work in aligning both summer and after school with Common Core State Standards;
- Continue to seek grant funding opportunities to support Summer Matters work as well as explore opportunities for LCAP general fund and/or site based contributions;
- Explore expansion of Freedom School model into additional SCUSD Summer Matters sites and afterschool programing;
- Youth Development incorporates summer learning strategies into the out-of-school time space throughout the year using the Whole Child Whole Year model. 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.