



# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1

**Meeting Date:** January 17, 2019

**Subject:** Expanded Learning Summer Program 1<sup>st</sup> Trimester/1<sup>st</sup> Quarter Results

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

**Division:** Academic Office & Continuous Improvement and Accountability Office

**Recommendation:** Receive information on the district's efforts to increase grade level readiness and students who will be College, Career and Life Ready Graduates in accordance with our guiding principle of ensuring that all students graduate with the greatest number of postsecondary choices from the widest array of options.

**Background/Rationale:** Following up from the presentation to the board on August 16, 2018 about participating students' results through the end of SCUSD's ELSP in July 2018. This presentation provides information on the change in academic performance of students targeted for ELSP intervention for who participated versus those who did not participate.

**Financial Considerations:** None

**LCAP Goal(s):** College, Career and Life Ready Graduates

**Documents Attached:**

1. Executive Summary

**Estimated Time of Presentation:** 10 minutes

**Submitted by:** Dr. Iris Taylor, Chief Academic Officer

**Approved by:** Jorge A. Aguilar, Superintendent

# Board of Education Executive Summary

Academic Office and Continuous Improvement and Accountability:  
Expanded Learning Summer Program 1<sup>st</sup> Trimester/1<sup>st</sup> Quarter Results  
January 17, 2019



## I. Overview of the Extended Learning Summer Program

In the summer of 2018, Sacramento City Unified School District launched the Expanded Learning Summer Program (ELSP) to provide additional learning time for students. The program targeted for intervention those students entering grades 1, 3, and 7 based on their 2017-18 performance in English Language Arts (ELA) and Mathematics. The program was initiated in accordance with SCUSD's Equity, Access and Social Justice Guiding Principle, which is to ensure every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options. This report examines the effect of ELSP participation on student performance during the first grading period of 2018-19.

## II. Driving Governance

The Equity, Access, and Social Justice Guiding Principle strives to ensure that every student has an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options and is the driving force that guides overall district work.

## III. Budget

N/A

## IV. Goals, Objectives and Measures

The overall objective of ELSP was to enable students to demonstrate grade level readiness through participating in high quality learning experiences. In terms of outcomes, key measures focused on a pre and post tests and overall academic performance. An important long-term measure is course performance after ELSP. This measure is important since it is an effective way to measure the sustainability of the ELSP impact. If students are able to demonstrate a improvement in their academic profile in the following trimester/quarter after ELSP this ensures that the students retained the summer learning.

Initially, a number of indicators around student performance as measured by district interim assessments and report card grades were intended to be used as part of the ELSP evaluation. With the absence of objective information associated with district-wide interim assessments, this evaluation is limited to the use of report card grades. Specifically, the focus of this review is based on measuring the reduction in English Language Arts/Math "unsatisfactory grades" (Ds, Fs, 1s and 2s) earned by students targeted for ELSP from 2017-18 Trimester 3 to 2018-19 Trimester 1 and Quarter 1.

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## V. Major Initiatives

The programs that focused on grade level readiness targeted incoming first, third and seventh grade students. The curriculum was specifically designed to prepare students for the work of the next grade level.

## VI. Results

The following results will be highlighted as a result of our coordinated efforts:

- Percent point change in ELA/Math unsatisfactory grades (Ds, Fs, 1s and 2s) from Trimester 3, 2017-18 to Trimester/Quarter 1, 2018-19 for students who attended and did not attend ELSP by:
  - Grade Level
  - Ethnicity and Race
  - Specific Asian Race
  - Student Programs

## VII. Lessons Learned/Next Steps

Based on the change in grade data, our next steps will be to continue to gather more information on students in order to monitor the results of the effectiveness of the ELSP program on our journey of a disciplined cycle of continuous improvement. The current ELSP analysis has limitations due to the absence of the inclusion of other student measures of success, including district-wide interim assessments used for monitoring grade level readiness. Moving forward, it will be important to begin incorporating these indicators into our work.