



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 8.1

Meeting Date: August 16, 2018

Subject: Expanded Learning Summer Program Update

- 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 in students who will be College, Career and Life Ready Graduates 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 April 19, 2018 about SCUSD's Expanded Learning Summer Program (ELSP). This presentation provides information on attendance and academic growth from the ELSP.

Financial Considerations: None

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

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 20 minutes

Submitted by: Iris Taylor, Chief Academic Officer

Vincent Harris, Chief Continuous Improvement and Accountability

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

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I. Overview of the Expanded 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 students in incoming grades 1, 3, 7-8, and high school credit recovery. A large focus of the program was on enrolling students who were in need of additional instruction to meet grade level readiness, as well as enrichment courses for incoming middle school students who would benefit from coursework that would prepare them for advanced learning and specialty program eligibility in high school. Students who met the eligibility criteria from all schools in the district were automatically enrolled in an ELSP course. The high school original credit program was the only program run on an opt in basis (e.g. students decided to participate). The program was initiated in accord 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 focuses on the results of ELSP.

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. Board policy 6177 provides some context for these type of programs.

III. Budget

There was a budget of \$3,000,000 in one-time general funds set aside for ELSP.

IV. Goals, Objectives and Measures

Participating in ELSP assists in increasing the number of students who will be College, Career and Life Ready Graduates with our guiding principle of ensuring that all students graduate with the greatest number of postsecondary choices from the widest array of options. A number of indicators are being tracked to provide baseline data on the program. These include the following:

- Percent of students who participated in ELSP and who were targeted
- Percent of students who participated in ELSP and who were not targeted
- Percent of students who did not participate in ELSP and who provided an opt out reason and the percent who were no shows
- Percent of students who demonstrated academic improvement during ELSP

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V. Major Initiatives

The ELSP directly impacts students' ability to graduate with the greatest number of postsecondary choices from the widest array of options. By offering ELSP during the summer, students were able to learn skills needed for the next grade level or be prepared for advanced learning to ensure they become more competitive if they choose to apply to the district's high school specialty programs in the future. 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.

- For our incoming first grade students, we focused on developing students' foundational skills, grade level reading and writing about reading.
- For our incoming third grade students, we focused on developing students' foundational skills, grade level reading and writing about reading. We also focused on strengthening students' basic math skills, for example building fluency in addition and subtraction.
- For our incoming seventh grade students we focused on strengthening students writing skills in ELA, and engaged in strengthening students' math skills around ratio and proportion for example.
- Our middle school enrichment program for incoming seventh and eighth grade students was designed to extend students' argumentative writing skills through a social justice themed unit, and gave students SAT test preparation. This targeted practice was designed to prepare students for entrance to specialty, criterion based high school programs.
- The bulk of students for ELSP were engaged in high school credit recovery for graduation, and/or A-G eligibility. These credit recovery classes were either in person, or online.
- Original credit online courses were offered to students who were already on track for graduation and A-G on an opt in basis. This provided students an opportunity to earn more credits and increase their match profile for college admissions.

For both our elementary and middle school programs, there was intentional collaboration with established summer programs – Summerquest and Summer of Service – as students transitioned to these spaces in the afternoon to engage in additional learning and team building activities. In the middle school programs, Summer of Service providers were also able to assist in the academic classes in the morning. To collectively increase student achievement, daily collaborative time was built into the schedule for teachers and principals to collaborate around the following four essential questions:

1. What is it we want students to learn?
2. How will we know if they have learned it?
3. What will we do when they do not learn?
4. What will we do when students already learned it?

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VI. Results

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

- Number of students participated in ELSP, including number of students who were targeted and not targeted
- Reported opt out reasons provided for students who did not attend
- ELSP days attended of the possible number of enrollment days available
- Academic gains made by students during ELSP

VII. Lessons Learned/Next Steps

As this was the first year of our district's ELSP administration the following are highlights of our lessons learned on our journey of a disciplined cycle of continuous improvement:

Best Practices

- The four tenets working together in an aligned fashion led to effective implementation
- Daily collaborative time ensured the opportunity for common planning time
- The availability of training specialists supported teachers in the implementation of the curriculum
- Community values summer learning opportunities

Opportunities for Improvement

- Creation of an annual ELSP process calendar will ensure completion of all of the logistical aspects of the program in a timely manner
- Establish communication protocol for ensuring parents/guardians receive consistent updates on student progress