

## 2017 Summer Programs Executive Summary

*Prepared by Kathie Kanavel  
Assistant Superintendent, Educational Services Division*

During the summer of 2017, the following programs served the students of Santa Clara Unified School District:

Program Name	Students' Home Schools	Location of Program
Sobrato Early Academic Language (SEAL) Summer Bridge	Braly, Bowers, Mayne, Scott Lane	Braly
EL/Migrant Programs	All schools	Callejon & Wilcox
Extended School Year (ESY)	All schools	Westwood, Callejon, SCHS & Wilcox
Middle School Program	All middle schools	Callejon
High School Program	All high schools	SCHS & Wilcox

A total of 1,050 K-8 students participated in the elementary and middle school programs. For our high schools, 722 were enrolled in the first semester and 651 in the second semester. A total of 6,750 high school credits were earned.

Planning for summer programs begins in December with the hiring of the summer administrators, followed by the secretary/registrars. In February, teachers are hired and students begin enrolling in March. All departments of the district are involved in summer school and communication with all departments start immediately when the administrators are hired.

This is a district wide effort, and much appreciation goes to the following departments:

- ITG – technology, phones, Aeries enrollment
- Classified & Certificated Human Resources – hiring all summer staff
- Curriculum & Instruction – instructional units
- EL & Supplemental Programs – coordination of program
- Special Education – coordination of ESY
- Media & Learning Resources – technology coordination
- Transportation – busing
- Bond – available school locations
- Business – supply ordering, payroll, accounts payable & receivable
- Nutrition Services – serving all students free breakfast & lunch
- Facilities – extra custodial time
- Health & Wellness – nurses & wellness coordinators
- Wilcox, SCHS, Callejon, Westwood site staff – shared their sites for the summer

This summer we were fortunate to have the following administrative team:

SEAL Summer Bridge Program	Ryan Lee, Lisa Blanc, Socorro Olmos, Priscilla Reza & Adriana Reyes, Jill Peterson, Laura Boostani & Gui Kennedy
Migrant/EL Program	Lynn Camacho-Light & Lorena Tariba
Extended School Year (ESY)	Jennifer Teixeira
Middle School Program	Paul Fuller & Lori King
Santa Clara High School	Tracey Gunn & Liz Molnar
Wilcox	Krista Keneman & Alma Yohannes

#### Successes:

- Providing summer school has allowed for us to keep students on track for graduation. Our graduation rates are beginning to reflect this intervention as well as others. As we continue beyond these first two years, students will be able to recover credits sooner in their high school experience.
- Extending learning for our English Learners, Migrant and students with Special Needs helps with “summer slide” and ensures they are more prepared for the coming year.
- An additional benefit to our summer programs is that teachers are provided the opportunity to be creative in their teaching and to enhance their skills working with students who struggle.

#### Challenges:

- With continued construction, finding available host sites for summer school was and will continue to be a challenge.
- With some programming on sites such as the 49er’s SLI, coordinated efforts need to be strong in order to make sure that nutrition services and transportation can accommodate all programs and that supervision for students is adequate.
- Hiring certificated staff, especially for algebra 1, English and EL, has continued to be difficult. Internal staff proves to be most effective but does not give us the amount of teachers we need.



**Elementary Special Ed Extended School Year**  
**at Westwood**  
**(5 days/week, 19 instructional days, 4 hours of instruction/week)**

JUNE							JULY						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

ESY Not In Session	[ 1st Day of Elementary ESY ]	] Last Day of Elementary ESY
--------------------	-------------------------------	------------------------------

**Middle School Special Ed Extended School Year**  
**at Don Callejon K-8 School**  
**(5 days per week, 20 days, 4 hours of instruction/day)**

JUNE							JULY						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

[ 1st Day of MS ESY	] Last Day of MS ESY
---------------------	----------------------

**K-8 Migrant/EL Program & Middle School Summer Programs**  
**at Don Callejon K-8 School**  
**(Two 10-day sessions, 4 hours of instruction/day)**

JUNE							JULY						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	{10	11	12	13	14	15
18	19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

[ Session 1 of Summer Programs ]	{ Session 2 of Summer Programs }
----------------------------------	----------------------------------

# High School Summer School, 9-12 Migrant/EL, & Special Ed Extended School Year at Santa Clara & Wilcox

(5 days per week, 60 hours of instruction/semester, 5 hours of instruction/day)

JUNE							JULY						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	{10	11	12	13	14	15
18	[19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26}	27	28	29
							30	31					

High School Summer Schools Not In Session	[ First day 1 <sup>st</sup> Semester	] Last day 1 <sup>st</sup> Semester
	{ First day 2 <sup>nd</sup> Semester	} Last day 2 <sup>nd</sup> Semester

## Post Secondary Extended School Year

at **Wilson**

(5 days/week, 19 instructional days, 4 hours of instruction/week)

JUNE							JULY						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	[19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30		23	24	25	26	27	28	29
							30	31					

ESY Not In Session	[ 1st Day of Elementary ESY	] Last Day of Elementary ESY
--------------------	-----------------------------	------------------------------

## Elementary Sobrato Early Academic Language (SEAL) Summer Bridge

at **Brady**

(5 days/week, 10 instructional days, 4 hours of instruction/week)

*Brady, Scott Lane, Bowers, Mayne participating*

JUNE							JULY						
Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3							1
4	5	6	7	8	9	10	2	3	4	5	6	7	8
11	12	13	14	15	16	17	9	10	11	12	13	14	15
18	[19	20	21	22	23	24	16	17	18	19	20	21	22
25	26	27	28	29	30]		23	24	25	26	27	28	29
							30	31					

[ 1st Day of SEAL Summer Bridge	] Last Day of SEAL Summer Bridge
---------------------------------	----------------------------------

## **SEAL Summer Bridge Program**

### **Program:**

Sobrato Early Academic Language (SEAL) Summer Bridge Program for Pre-K through 3rd grade students packed a tremendous amount of instruction, hands-on learning and projects into the 10-day program geared to develop students' language and literacy skills. Typically SEAL schools have a two-week summer bridge on their site in order to continue the learning for students and to have reflective practice for teachers. Due to construction, this was not possible at all sites so for this summer, all four SEAL sites (Braly, Bowers, Scott Lane and Mayne) held their summer bridge at Braly.

Teachers implemented Common Core and English Language Development standards in the classrooms, as well as collaborative conversations between pairs of students to develop oral skills, charts labeled with words to build vocabulary, and frequent writing assignments. Braly was host to 11 classrooms with 25 teachers and 3 coaches. Two classes, one kinder and one third grade, were bilingual classes with the majority of the instruction in Spanish. The coaches provided two Parent Workshops and professional development for teachers in the afternoon daily.

Utilizing content thematic units of instruction focusing on insects in kindergarten, the ocean in 1st grade, the environment in 2nd grade and fossils in 3rd grade, SEAL is aimed to be booming with language and classrooms were bustling with conversations as teachers engaged the students to talk about what they were learning, ask questions, and predict and wonder about their world.

Teachers used rich, expressive language to create an environment where academic vocabulary comes to life. Classrooms were vibrant and enriched with student-produced work based on the grade level theme adorning the walls. Walking into a kindergarten classroom you were transformed into a meadow with ladybugs, bees and dragonflies, the 1st grade classrooms felt like you were under the sea with octopus, krill, fish and crabs adorning the walls, the 2nd grade classrooms showcased the Earth's natural resources and conservation, and the 3rd grade classrooms boasted fossils and relics from the Paleozoic, Mesozoic and Cenozoic eras. Teachers collaborated in each classroom to provide multiple instructional strategies allowing students to enhance their language development, explore science, and expand their vocabulary.

Free breakfast and lunch was provided to all students. Transportation was provided to students from Mayne, Scott Lane and Bowers. On the last day of the program a special Gallery Walk was held for parents and family members providing the chance for them to see the students' amazing work. Family members enjoyed exploring the classrooms and participating in a few activities with their child. They were impressed with the amount of work and learning that took place during the 10-day program.

**Funding Source:** LCAP Targeted Funds

**Cost of Program:** \$73,100

**Demographics:**

Schools	Number of Students (157 total)
Bowers	25
Braly	38
George Mayne	27
Scott Lane	61
Central Park	2
Haman	4

**Number of Teachers participating: 25**

**Coaches: 3**

**Successes:**

- Teachers underwent an intense 12 days of training and cross-school planning to learn how to execute the SEAL program.
  - The feedback from the participating teachers was positive. One teacher wrote, “Summer Bridge was the best practice! I will be so much more efficient next year with implementing strategies.”
- Parent participation was high for the workshops, student led games, and the gallery walk. Parents learned how to use the vocabulary at home and helped out in classes.
- Teachers were team teaching and informally peer coaching each other.

**Challenges:**

- Busing students from 3 different school sites (and various stops along the way) caused some confusion.
  - While there was a “blue route” and a “red route” the buses were not well labeled and students often told us they rode the “yellow bus”
- Student dismissal from the cafeteria rather than the classrooms.
  - We came up with a system for students to be signed out &/or walked to the correct bus.
  - The dismissal was from the cafeteria due to teachers needing to start professional development and the bus not being available until 12:30.
- Not having an administrator and secretary assigned consistently the whole time.
  - Liz Gallegos (Braly Secretary) did a great job with the daily tasks and Michele McCann at the district office was extremely helpful getting everything set up in Aeries for us. All 4 administrators (Ryan Lee, Priscilla Reza, Socorro Olmos, & Lisa Blanc) rotated the onsite admin duties during the 10 days.

**Photos:** [https://drive.google.com/drive/u/0/folders/0B\\_pUmgJI2u1kZG1tVlhpdFIMOXM](https://drive.google.com/drive/u/0/folders/0B_pUmgJI2u1kZG1tVlhpdFIMOXM)

## Migrant and English Language Learner Summer Program

### Program:

The K-8 Migrant and English Language Learner program provided students with 20 days of learning support. The program was comprised of project based themes by grade and daily lessons in English Language Development. The program was rich in technology with students working on chromebooks/computers on a daily basis. Students increased technology skills by using Google classroom, slides, Footsteps2Brilliance, CS First and WeVideo. Support was provided to teachers through 2.5 days of professional development, and ongoing technology support by a technology teacher. Students were provided with one-on-one support through Peer-to-peer and classroom assistants. In grades 4-8, targeted math intervention was provided. Teachers worked with students in small groups to strengthen their mathematics skills. In partnership with the Santa Clara Library, students took a fieldtrip to the Rivermark Library Branch where they learned about the library, were given back to school supplies and backpacks.

The Migrant program for high school consisted of online credit recovery courses through CyberHigh, an online courseware that provides credit recovery to Migrant students in the state of California and Beginning and Intermediate English Language Development classes. The program was 26 days in length, matching the high school schedule.

**Funding Source:** Federal Categorical – Title I and Title III

**Cost of Program:** \$225,522

### Demographics:

Grade	Number of Students
Kindergarten	16
1 <sup>st</sup>	15
2 <sup>nd</sup>	20
3 <sup>rd</sup>	14
4 <sup>th</sup>	18
5 <sup>th</sup>	15
6 <sup>th</sup>	15
7 <sup>th</sup>	17
8 <sup>th</sup>	22
Beginning ELD	15
Intermediate ELD	15
CyberHigh	11

**Number of High School Credits Earned:** 150

**Number of Teachers participating:**

K-8: 12 teachers

9-12: 4 teachers

**Coaches:** 1 Technology TOSA

**Successes:**

- Teachers were trained in project-based learning and technology integration.
- Students were engaged with the curriculum and high expectations were set for them.
- My Name, My Identity projects led to increased self-esteem and self-identity for students.
- Students are able to recover credits toward high school graduation.

**Challenges:**

- It is always very challenging to get busing schedules from Transportation until almost the start of summer school due to their process of building and bidding routes. This becomes a challenge for EL/Migrant programs to mail those until the last minute.
- Staffing of qualified teachers was difficult, especially with the level of technology skills required.
- Having a break in the middle of 4 week program, reduced attendance during the last two weeks of Don Callejon program. There was a break due to the Holiday falling mid-week.

Here is a link to a few My Name, My Identity projects:

<https://drive.google.com/file/d/0B24mprhvJSTiSIJzODFaOXFQek0/view?ts=59a9de47>



## Westwood, Don Callejon, Santa Clara, Wilcox, and Wilson ESY

### Program:

Extended School Year (ESY) is a mandatory program for special education students who's IEP indicates that ESY is necessary due to the unique needs of each student. Curriculum is based on individual student need as per their IEP. All teachers were given access to the Unique Curriculum for the grade level they were working with. All SAI teachers were expected to attend the ESY prep day with their specific site. During this time the nurse trained staff in general health seizure protocol, and EPIpen protocol. Each site administrator met with their site teams to discuss site specific details.

**Funding Source:** Special Education

**Cost of Program:** \$562,291

### Demographics:

The program had 377 eligible to attend ESY. Of those, 312 students enroll to attend and 261 students actually attended.

Site	Number of Students Enrolled
Westwood	153
Don Callejon	38
Santa Clara	32
Wilcox	19
Wilson	19

The ESY staff consisted of:

Age/Site	Certificated Teachers	Other Certificated Staff	Classified Staff
Preschool-Westwood	6	3	27
Elementary-Westwood	8	3	34
Middle-Don Callejon	4	3	16
High-Santa Clara	3	3	13
High-Wilcox	2	3	9
Post Secondary-Wilson	2	3	11

Classified staff included classroom Paraprofessionals, 1:1 Student Attendants, EIBI Staff, Behavior Leads, Occupational Therapist, and Therapist for Therapeutic Program.

Certificated staff included SAI Teachers, Speech and Language Pathologists, Orientation and Mobility, and Nurse.

**Successes:**

- Communication between ESY principal and transportation & nutrition services was strong which led to a smooth running program for the students.
- Communication with the summer site principals was also strong since ESY was at several location.
- It was a huge help to have a dedicated person in ITG to assist with updating the application forms, acceptance letters, and adding students to the database for the early bird secretary.

**Challenges:**

- Westwood has housed the elementary ESY program for over 10 years. It is time to find a new location so that Westwood staff can have a break from readying their rooms for summer school.
- Recommendation in regards to start date of staff: I would recommend that the Secretary and Paraprofessionals are required to work on the staff prep day.
- We did have a few classes that had lower enrollment than expected. This is an issue that is hard to resolve because if all students that were expected to attend did then each class would have been at a good number. The main issues is that many parents return the application indicating that their child will attend but then end up not sending their child and/or only sending them for parts of ESY. Recommendation: ESY should only be offered to high need students. During the school year SAI Teachers, Program Specialist, and the entire SPED department need to help build capacity for staff so that students who do not truly require ESY to make educational progress do not attend.

## Middle School Summer Programs

### Programs:

The middle school programs consisted of the following choices with a skills session each day of coding, grammar, intro to algebra, advanced writing, math support and reading support.

Course Title
<b>ART</b> Learn about and create different types of art from painting to drawing to paper mache.
<b>CREATIVE WRITING &amp; ANIMATION</b> For students who want to write and digitally animate a short story or public service announcement about topics of your choice. No prior experience necessary.
<b>INTRO TO CODING</b> Learn the basics of coding using online and offline activities. Beginner level only.
<b>MULTIMEDIA DESIGN</b> Explore different sources of media and online resources to design your own multimedia projects.
<b>MATH CAMP</b> For students who will enroll in CC Math 8 next year: Learn to love math through exploring and investigating real world problems.
<b>ROBOTICS</b> Plan and build robots that move, react to various stimuli, and manipulate objects through the use of code. Some coding knowledge suggested.
<b>STEM ENGINEERING</b> Investigate, design and build engineering projects that incorporate Science, Technology, Engineering and Mathematics. No prior experience necessary.
<b>VIDEO GAME DESIGN</b> Learn the fundamentals of how to code and understand basic log in computer science. Incorporate math skills to produce a simple, functioning video. Completion of CC Math 7 required.

The sessions were 2 weeks in length and there were 2 sessions offered. The sessions concluded with a showcase event for parents and community members. Along with these middle school programs, the site administrators were responsible for overseeing middle school ESY and the K-8 migrant/ELD program. Free breakfast and lunch was provided for all students. Transportation was provided for those living south of 101.

**Funding Source:** LCAP Targeted Funds

**Cost of Program:** \$725,520 (this total is for the middle and high school programs combined)

### Demographics:

- Session 1 - 10 Courses (11 Teachers)
  - 238 Students
- Session 2 - 9 Courses (9 Teachers)
  - 201 Students

**Successes:**

- Students were engaged due to the innovative choices available.
- The campus was great because it had K-5 classrooms and 6-8 classrooms.
- Two week sessions seem to be popular because of their length.

**Challenges:**

- It remains difficult to find teachers for the summer, although they are more likely to commit for 2 weeks rather than 4.
- Having the program on the north side of the district resulted in much more busing. It is difficult to find bus drivers that want to work during the summer and it is costly to bus everyone to that side of the district.
- Application process is paper intensive, suggest online app next year.

Below is a link to a folder containing a few of the StoryMaker projects from Session 2.

<https://drive.google.com/drive/folders/0B7UIL2ZT-ajSTmZlVktjSnJnb3M?usp=sharing>

Here is the End of Session Showcase Presentation created by the Multimedia Design class.

<https://docs.google.com/a/scusd.net/presentation/d/16vB8SEJqVto1LCRn0EYEAlso42klHxhTOJiPLU0OFJA/edit?usp=sharing>

## High School Summer Program

### Program:

The high school summer program is primarily credit recovery. High school students worked with their counselors to determine if they needed to go to summer school to either make up a D, retake a course they failed, or take PE/Health in order to clear that requirement from their schedule. Students must have 60 hours of instruction for a semester course in order to receive the 5 credits. Both high schools held summer school in order to allow students to be on their home campus. Administrators from both sites also supervised ESY and at Wilcox, also supervised the High School EL/Migrant program. Free breakfast and lunch was provided for all students. Transportation was provided for those students living north of 101.

**Funding Source:** LCAP Targeted Funds

**Cost of Program:** \$725,520 (this total is for the middle and high school programs combined)

### SCHS Demographics:

- Session 1:  
352 students
- Session 2:  
313 students

### **3,260 credits were earned**

\*A total of 6 seniors, from various sites were able to meet the minimum requirements for completion of high school.

### Staffing:

1 Early Bird Secretary/Registrar (40 hours)  
1 Secretary/Registrar  
2 Campus Security  
24 Teachers  
11 Paraprofessionals  
3 Child Nutrition specialists  
1 Resource teacher  
1 full time wellness coordinator  
1 part time guidance counselor (15 hours)  
1 part time nurse  
1 Librarian  
47 Total SS Staff

### Successes:

- Having a wellness coordinator on site was a fantastic resource and I believe helped students complete their summer school goals. The addition of a counselor for 15 hours was also an added benefit. She was fantastic and prepped a 504 accommodations

folder and transcripts analysis for all seniors attending so I knew who would meet their grad requirements during the summer program.

- Walk-In Registration: The new walk in registration that we offered on the Friday prior to the opening of summer school served 90 families.

### **Challenges:**

- It is important to start early and target English 9 and Algebra 1 teachers as early as possible as these were the most difficult teachers to recruit and work with the most at risk population. These classes should remain at a smaller ratio, 20:1.
- Application process is difficult and perhaps an electronic application would be more efficient.
- As the STEM Leadership Institute (SLI) student numbers increase (would need to occur during the work day prior to SS). As the number of STEM students increase it has significant impact on the management of students on campus. Next year the STEM Program could potentially add an additional 200+ students to the SCHS site during summer school (we had a 3 day overlap). This has an impact on Child Nutrition Services, facilities management and supervision.

### **Wilcox Demographics:**

- Session 1:  
370 Gen Ed students
- Session 2:  
338 Gen Ed students

**3,490 credits were earned**

### **Staffing:**

1 Early Bird Secretary/Registrar (40 hours)  
1 Secretary/Registrar  
2 Campus Security  
24 teachers  
11 paraprofessionals  
3 Child Nutrition specialists  
1 Resource teacher  
1 full time wellness coordinator  
1 part time guidance counselor (15 hours)  
1 part time nurse  
1 Librarian  
47 Total SS Staff

### **Successes:**

- The ability to hire certificated staff earlier was a great benefit especially since math, English and science teachers are in high demand across the peninsula.
- Having the wellness coordinator and the guidance counselor gave extra support to students.

**Challenges:**

- The school security cameras were not used during summer school. It is recommended that the cameras are used and administration has access to view the film. There were a few incidences where the cameras would have helped identify students engaged in inappropriate behavior.
- Many teachers from Wilcox High School hosted events such as AP bootcamp, ASB class meetings, and science club where students were freely roaming the campus causing difficulties in monitoring summer school students. Additionally, most of the students took advantage of the free lunch program with no notice or communication causing a stress on food services. While I appreciate the Wilcox spirit of sharing the facilities, it is recommended that all groups must provide notice to the summer school administration and work together to establish appropriate boundaries and protocols for use of facilities.
- A district technology person should be at the campus to help troubleshoot all technology at least 3 days before the summer school program starts.