

Instruction

Summer Learning Programs

The Board of Education recognizes that an extended break from the instructional program may result in significant learning loss, especially among disadvantaged and low-achieving students, and desires to provide opportunities during the summer for students to practice essential skills, make academic progress, and develop social, emotional, and physical needs and interest through hands-on engaging learning experiences.

Summer programs offered by the District shall be aligned with the District's local control and accountability plan (LCAP), other applicable District and school plans, and the educational program provided during the school year. When feasible, summer programs shall blend high-quality academic instruction in core curricular and/or elective subjects with recreation, nutrition programs, social and emotional development, and support services that encourage attendance, student engagement in learning, and student wellness.

Summer School

The Superintendent or designee, with Board approval, may establish summer school day and/or evening classes.

The District's summer school program may be used to provide supplemental instruction to students needing credit recovery, intervention, and/or enrichment in core academic subjects.

A. Enrollment Priorities

As appropriate, priority for enrollment in summer school programs shall be given to District students who:

1. Need course credits in order to graduate from high school before the beginning of the next school year.
2. Have been retained or are at risk of being retained at their grade level.
3. Demonstrate academic deficiencies in core curriculum areas.
4. Are in targeted student groups identified in the District's LCAP as needing increased or improved services to succeed in the educational program.
5. Are in grades transitional kindergarten (TK) – 6 and are required to be offered or provided access to Expanded Learning Opportunities Programs pursuant to Education Code 46120 and BP/AR 5184.2 – Before/After School Programs.

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6. The remaining openings shall be offered to other District students on a first-come, first-served basis.

B. Attendance

Because summer courses cover extensive instructional content in a relatively short time period, students who have more than three excused absences or one unexcused absence may not receive credit for summer session class(es) unless they make-up missed work in accordance with law, Board policy, and administrative regulation.

C. Location

Sites for summer school programs may be rotated in an effort to make summer school programs more accessible to all students, regardless of residence or regular attendance area, and to accommodate the maintenance needs of District schools.

D. Evaluation

The Superintendent or designee shall annually report to the Board on summer school enrollment in the current year and previous year for the program as a whole and disaggregated by grade level, school that the students attend during the regular school year, and student population. In addition, the Superintendent or designee may report on the extent to which students successfully achieved the outcomes established for the program.

E. Additional Summer Learning Opportunities

The Superintendent or designee may collaborate with parents/guardians, city and county agencies, community organizations, child care providers, and/or other interested persons to develop, implement, and build awareness of organized activities that support summer learning.

Strategies to support summer learning may include, but are not limited to:

1. Providing information to students and parents/guardians about summer reading programs scheduled to be conducted by public libraries or community organizations.

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2. Collaborating with the District's Child Development and Child Care department, local parks and recreation agency and/or community organizations to provide day camps and child care.
3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training opportunities that include an academic component.
4. Encouraging reading in the home, such as providing lists of recommended reading to students and parents/guardians, establishing a target number of books or pages, and providing prizes for achievement of reading goals.
5. Conducting occasional, interactive "fun days" during the summer to provide activities related to art, music, science, technology, mathematics, environmental science, multicultural education, debate, or other subjects.
6. Arranging opportunities for community service.

Legal Reference: Education Code, Sections 8482-8484.6; 8484.7-8484.9; 37252-37254.1; 39837; 41505-41508; 41976.5; 42238.01-42238.07; 48070-48070.5; 51210; 51220; 51730-51732; 52052; 52060-52077; 54444.3; 56345; 58700-58702; 58806
Code of Regulations, Title 5, Sections 3043; 11470-11472
United States Code, Title 20, Sections 6311-6322; 7171-7176

Policy Adopted: 06/16/1959

Policy Amended: 07/02/1985; 12/06/1994; 03/27/2002; 10/15/2002; 12/14/2010; 04/16/2019; 05/16/2023

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