

# CSBA Sample

## Board Policy

### Summer Learning Programs

BP 6177  
**Instruction**

\*\*\*Note: The following optional policy may be revised to reflect district practice. \*\*\*

The Governing Board 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 and make academic progress.

\*\*\*Note: Education Code 52060-52077, as added by AB 97 (Ch. 47, Statutes of 2013), require districts to develop a local control and accountability plan (LCAP) which includes goals aligned with state and local priorities, specific actions aligned to meet those goals, and a budget aligned to fund those specific actions; see BP/AR 0460 - Local Control and Accountability Plan. The purposes and content of the district's summer programs should be aligned with the priorities and goals as outlined in the LCAP and other applicable district and school plans. \*\*\*

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.

(cf. 0200 - Goals for the School District)  
(cf. 0460 - Local Control and Accountability Plan)  
(cf. 3552 - Summer Meal Program)  
(cf. 5030 - Student Wellness)  
(cf. 5141.6 - School Health Services)  
(cf. 5148 - Child Care and Development Program)  
(cf. 6011 - Academic Standards)  
(cf. 6142.7 - Physical Education and Activity)  
(cf. 6143 - Courses of Study)

#### Summer School

\*\*\*Note: Summer school programs may be funded through a variety of sources that include, but are not limited to, Title I funding (20 USC 6311-6322), After School Education and Safety Program supplemental funds (Education Code 8482-8484.6), and 21st Century Community Learning Center supplemental funds (Education Code 8484.7-8484.9; 20 USC 7171-7176). \*\*\*

\*\*\*Note: In addition, Education Code 54444.3 requires agencies receiving Title I Migrant Education funding to conduct summer school for eligible migrant students in grades K-12; see BP/AR 6175 - Migrant Education Program. \*\*\*

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

(cf. 5148.2 - Before/After School Program)  
(cf. 6171 - Title I Programs)  
(cf. 6175 - Migrant Education Program)

\*\*\*Note: The following paragraph is optional. Although Education Code 37252-37253 authorize specified supplemental instructional programs to be offered during summer, AB 97 (Ch. 47, Statutes of 2013) redirects the funding for those programs into the local control funding formula; see BP 6179 - Supplemental Instruction. In addition, AB 97 eliminated the Pupil Retention Block Grant (Education Code 41505-41506), which allowed funding to be used for intensive reading or algebra programs, including summer programs. At its discretion, the district may continue to offer summer classes for these purposes. \*\*\*

The district's summer school program may be used to provide supplemental instruction to students needing remediation and/or enrichment in core academic subjects.

(cf. 6176 - Weekend/Saturday Classes)  
(cf. 6179 - Supplemental Instruction)

\*\*\*Note: The following optional list establishes enrollment priorities for the provision of summer school instruction and may be revised to reflect district practice. Item #1 should be deleted by districts that do not maintain high schools. \*\*\*

Comment [WT1]:

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

2. Have been retained or are at risk of being retained at their grade level

(cf. 5123 - Promotion/Acceleration/Retention)

3. Demonstrate academic deficiencies in core curriculum areas

(cf. 0460 - Local Control and Accountability Plan)

\*\*\*Note: Optional item #4 establishes priority for summer school enrollment to at-risk student groups identified in the district's LCAP. Pursuant to Education Code 52060 ,the LCAP must include annual goals to be achieved for all students and for each numerically significant subgroup as defined in Education Code 52052. Pursuant to Education Code 52052, as amended by AB 104

**Deleted:** 1. - Need course credits in order to graduate from high school before the beginning of the next school year¶  
¶  
(cf. 5147 - Dropout Prevention)¶  
(cf. 6146.1 - High School Graduation Requirements)¶

(Ch. 13, Statutes of 2015), numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students if there are at least 30 students in the subgroup (or at least 15 foster youth and homeless students) in the school or district. For schools or districts with 11-99 students, numerically significant student subgroups are defined by the Superintendent of Public Instruction with approval by the State Board of Education. \*\*\*

4. Are in targeted student groups identified in the district's LCAP as needing increased or improved services to succeed in the educational program

OPTION 1: The remaining openings shall be offered to other district students on a first-come first-served basis.

**Comment [WT2]:** Current practice; May want to consider lottery.

**Deleted:** OPTION 2: The remaining openings shall be offered to other district students on a lottery basis

\*\*\*Note: Although the determination of excused and unexcused absences is irrelevant for accounting purposes pursuant to Education Code 42238.8, verification of excused absences may still be relevant for purposes of awarding credit for summer school classes. The following optional paragraph should be modified to reflect district practice. \*\*\*

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.

(cf. 5113 - Absences and Excuses)

(cf. 6154 - Homework/Makeup Work)

\*\*\*Note: State funding is not available for transportation to summer school. To accommodate students and parents/guardians who need to provide their own transportation, some districts rotate the sites at which summer sessions are offered, as provided in the following optional paragraph. \*\*\*

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.

\*\*\*Note: The following optional paragraph should be revised to reflect indicators for program evaluation that have been agreed upon by the Board and Superintendent, as well as a timeline for reports to the Board. \*\*\*

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, he/she may report on the extent to which students successfully achieved the outcomes established for the program.

## Additional Summer Learning Opportunities

\*\*\*Note: The following optional section may be revised to reflect district practice and may be adapted for use during intercessions other than summer break. For further information about summer learning opportunities, see CSBA's Summer Learning and Wellness Resource Guide. \*\*\*

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.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 1700 - Relations Between Private Industry and the Schools)

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

2. Collaborating with the local parks and recreation agency and/or community organizations to provide day camps, sports programs, or other opportunities for physical education and activity

(cf. 1330.1 - Joint Use Agreements)

3. Collaborating with workforce development agencies, businesses, and community organizations to provide summer job training opportunities that include an academic component

(cf. 3260 - Fees and Charges)

(cf. 5113.2 - Work Permits)

(cf. 6178.1 - Work-Based Learning)

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

(cf. 6020 - Parent Involvement)

5. Assigning summer vacation homework in core curricular subject(s) for extra credit

6. 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

7. Arranging opportunities for community service

(cf. 6142.4 - Service Learning/Community Service Classes)

Legal Reference:

EDUCATION CODE

8482-8484.6 After School Education and Safety Program  
8484.7-8484.9 21st Century Community Learning Centers  
37252-37254.1 Supplemental instruction  
39837 Transportation to summer employment programs  
41505-41508 Pupil Retention Block Grant  
41976.5 Summer school programs, substantially disabled persons or graduating high school seniors  
42238.01-42238.07 Local control funding formula  
42238.8 Revenue limit per unit of average daily attendance  
48070-48070.5 Promotion and retention  
51210 Areas of study for elementary schools  
51220 Areas of study for grades 1-6  
51730-51732 Powers of governing boards (authorization for elementary summer school classes)  
52052 Definition of numerically significant student subgroups  
52060-52077 Local control and accountability plan  
54444.3 Summer program for migrant students  
56345 Extended-year program for special education students  
58700-58702 Credit towards summer school apportionments for tutoring and homework assistance  
58806 Summer school apportionments  
CODE OF REGULATIONS, TITLE 5  
3043 Extended school year, special education students  
11470-11472 Summer school  
UNITED STATES CODE, TITLE 20  
6311-6322 Improving basic programs for disadvantaged students  
7171-7176 21st Century Community Learning Centers

Management Resources:

CSBA PUBLICATIONS

Summer Learning and Wellness Resource Guide  
School's Out, Now What? How Summer Programs Are Improving Student Learning and Wellness, Policy Brief, April 2013

NATIONAL SUMMER LEARNING ASSOCIATION PUBLICATIONS

Healthy Summers for Kids: Turning Risk into Opportunity, May 2012  
New Vision for Summer School, 2010

RAND CORPORATION PUBLICATIONS

Making Summer Count: How Summer Programs Can Boost Children's Learning, 2011

WEB SITES

CSBA: <http://www.csba.org>  
California Department of Education: <http://www.cde.ca.gov>  
National Summer Learning Association: <http://www.summerlearning.org>

Partnership for Children and Youth: <http://partnerforchildren.org>  
RAND Corporation: <http://www.rand.org>  
Summer Matters: <http://summermatters2you.net>

( 4/13 12/13) 12/15