



Summer 2021:

How California educators met the moment with re-engagement, reconnection, and reimagined learning

A photograph showing two young Black girls in a classroom. The girl in the foreground is smiling broadly, showing her braces. The girl in the background is also smiling. The image is slightly blurred, focusing on the girls' expressions.

November 2021

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About Us

The [Partnership for Children and Youth](#) (PCY) is a statewide intermediary that has been working for over 20 years to expand access to high-quality expanded learning and wellness opportunities for children in under-resourced communities across the state of California. PCY oversaw a seven-year statewide [Summer Matters Campaign](#) dedicated to creating and expanding access to high-quality summer learning programs for underserved students. This campaign engaged hundreds of diverse schools, districts, community-based organizations, municipal agencies, and county offices of education, and this braintrust remains a resource for California educators. PCY continues to provide a range of technical assistance to local education agencies and their partners on quality summer and expanded learning programs. To learn more, go to partnerforchildren.org.

[Public Profit](#) helps mission-driven organizations deepen their ability to learn from data, make great decisions, and improve the effectiveness and quality of their services. Since 2007, Public Profit has worked with California's expanded learning community to provide evaluation, strategic program design, capacity building, and data visualization services.

Acknowledgements

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Lastly, thank you to all of the district leaders and experts who took the time to share their summer story and expertise with us, and to the thousands of staff, administrators, and teachers who went above and beyond to make summer happen for our kids.

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Introduction

For children and youth, summer has always been a time for fun, wellness, connection, and learning—but in different ways from the traditional school experience.

Summer 2021 saw an unprecedented level of attention and infusion of public funding to increase access and expand the role of high-quality summer learning and enrichment programs. These investments sought to respond to the negative effects of distance learning, disengagement, and trauma experienced due to COVID-19, particularly for the students most harmed by the structural economic and racial inequities that have only been exacerbated during the pandemic.

Across California, schools and districts—together with community partners—did just that. During this time, schools focused on providing students safe spaces with caring adults and peers, learning opportunities grounded in their interests, and social-emotional skill development to re-spark their engagement in school and prepare both students and adults to return to in-person learning in the fall.

This report provides the landscape of the state's 2021 publicly funded summer learning programs, including the trends, best practices, challenges, and innovative ideas. These findings are based on interviews with a diverse cross-section of school leaders, an analysis of statewide data, and media tracking. From this analysis, we offer both immediate and longer-term recommendations for summer 2022 and beyond to: 1) support local school district and community priorities and planning, and 2) inform sustainable statewide investments and policies.

In a year with a barrage of negative education headlines, summer 2021 was a bright spot for our education system and can be a turning point for school and policy leaders to embrace the essential role that summer learning plays in student success.



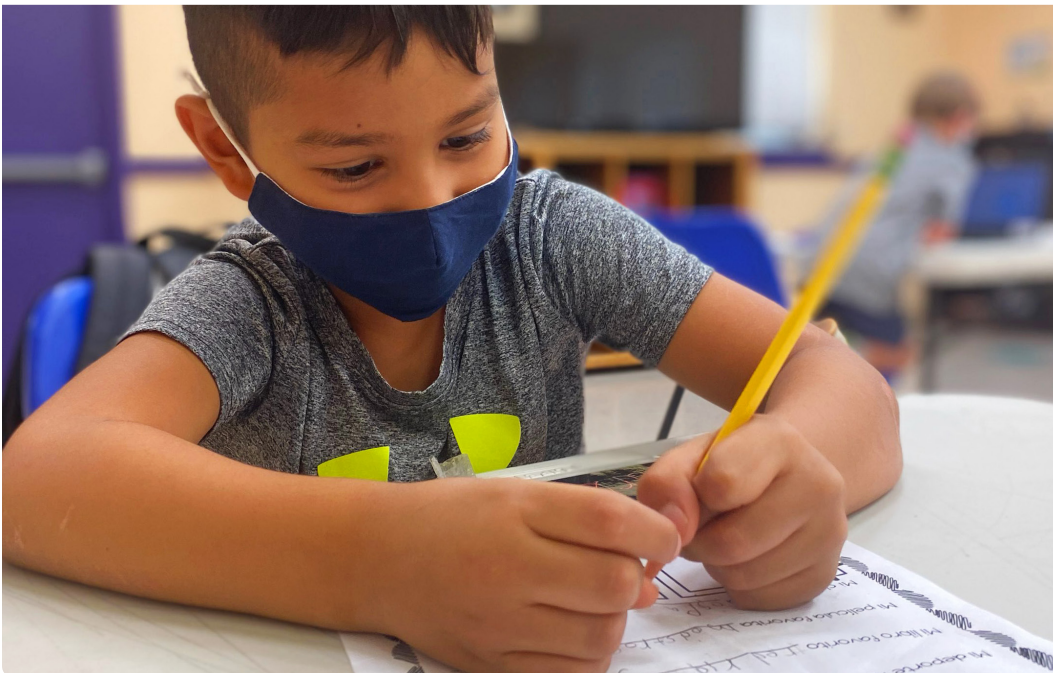
Methodology and Limitations

Together, the Partnership for Children & Youth and Public Profit interviewed staff from 24 school districts reflecting the diversity of the state—urban, suburban, and rural; from Northern, Southern, and Central California—about their 2021 summer programming. (See Appendix A.)

Enrollment and budget data from a subset of these districts were also analyzed. These districts served varying numbers of youth this summer, ranging from approximately 77 in Guerneville Elementary School District to 30,000 in San Diego Unified School District.

Selected districts were either nominated by an expanded learning technical assistance provider or identified through a media analysis as having innovative or new programming. The sample also focused on those districts that provided some level of in-person programming. Our analysis does not include the full universe of all summer programs offered by districts, such as remedial programs or other required learning supports. The findings are limited by the interviewees' scope and role within a larger district or county infrastructure, and not all interviewees oversaw or had complete information about every summer program. Because interviews were conducted while most programs were still in session (July/August 2021), the analysis does not include program impact data.

As a result of the passage of California Assembly Bill 86 (AB 86), school districts are required to submit limited survey data to the state on summer programming.¹ This report includes analysis from the [Biweekly Instructional Status Survey](#) in June 2021, which surveyed 1,063 districts including public and charter school districts, as well as county offices of education (although the number of responses varied by question).² The media analysis included 25 news articles from California outlets that were published between March and August 2021.



What is Summer Learning?

Summer learning programs combine academics with whole-child development to create learning opportunities that look and feel more like summer camp than traditional summer school. Research shows students benefit most when they participate in *high-quality* summer learning programs. [The Wallace Foundation](#), in partnership with the [RAND Corporation](#) and others, has published a wealth of evaluations, research, and tools that dive deep into the core elements of high-quality, impactful summer programs. Over the last decade, they have found the strongest results from the following practices:

- Offering voluntary, no-cost summer programs over multiple summers with free transportation and meals
- Providing at least five, preferably six, weeks of academic and enrichment programming with three hours of daily high-quality academic instruction
- Ensuring strong attendance (75%), small class sizes, and curricula aligned with the school year to impact the level and longevity of positive student outcomes
- Implementing summer youth employment programs, which can have a range of positive outcomes³

Summer learning programs reduce educational and wellness inequities by leveraging and expanding learning time outside the school day.

The compounding short- and long-term benefits of summer learning programs—student skill and academic growth; staff and leadership development; improved public safety, health, and mental health outcomes; parent employment —on both an individual and community level cannot be overstated.⁴

SUMMER LEARNING PROGRAM	SUMMER SCHOOL
Engage students in recreational and academic enrichment activities	Focus on academic instruction
Combine academic enrichment and advancement with some remediation	Emphasize remediation
Attended by students from a variety of backgrounds and skill levels	Attended by academically struggling students
Usually voluntary	Frequently mandatory
Full day of activities	Half day of activities

Source: Adapted from Mary Tarzian, Kristin A. Moore and Kathleen Hamilton, *Effective and Promising Programs and Approaches for Economically Disadvantaged Children and Youth* (Washington, D.C.: Child Trends, 2009) 10

EXPANDED LEARNING DEFINITION:

Before- and afterschool, **summer**, and intersession learning experiences that develop the academic, social, emotional, and physical needs and interests of students. Expanded Learning opportunities should be hands-on, engaging, student-centered, results-driven, involve community partners, and complement learning activities in the regular school day/year.⁵



Big Picture:

Summer 2021 was a much-needed bright spot for California schools and a counterweight to the ongoing negative impacts of the COVID-19 pandemic.

In summer 2021, 88% of California districts provided summer learning options.⁷

While we don't have comparable state data from past summers, according to a nationally representative survey of district leaders conducted in May 2020, 27% reported they "never offer summer or had decided not to offer it this year."⁸ This suggests that California schools offered more summer programs this year than in previous summers.

TABLE 1		DISTRICTS OFFERING SUMMER LEARNING OPPORTUNITIES			
Overall	City	Suburb	Town	Rural	
88%	99%	99%	93%	71%	

Source: Biweekly Instructional Status Survey data, provided by the California Collaborative for Educational Excellence, June 2021. N=906.

Schools stretched to serve as many students as they could.

The majority of interviewed districts that provided enrollment data reported that they served more students this summer than they did in 2019, all while managing COVID safety protocols and staff-to-student ratios, ongoing community spread and safety fears, staffing shortages, students that had missed 100+ days during the school year, and more.

- San Diego USD reported a 600 percent increase in summer program participation, rising from roughly 5,000 students in a typical year to more than 30,000 this past summer.⁹
- Compared to 2019, all districts interviewed maintained or increased the number of sites at which they provided summer programming.¹⁰ Of the twelve districts that provided data regarding enrollment in 2019 and 2021, seven districts reported an increase from 2019, while five others saw decreases.¹¹
- Some districts that served fewer students cited the COVID ratios and staffing challenges as the primary reasons.

There was agreement among parents, policymakers, and schools that summer 2021 should prioritize enrichment and wellness.

- According to a nationwide survey of parents in April 2021 about the upcoming summer, a majority prioritized outdoor/physical activities and nontraditional enrichment programs over more academic programs.¹²
- Consistent with the districts interviewed, over 70% of districts from the statewide survey provided wellness, enrichment, and/or mental health services as part of their summer learning program. (See *Summer Learning Offerings or Supports* chart.)
- Summer learning was not framed as "summer school." Instead, education and policy leaders—including the Governor—framed 2021 as "the summer of joy."¹³ Similarly, enrichment and connection were the most prevalent themes in the statewide media analysis of summer 2021.



"Our priorities and program objectives were definitely social-emotional and focused on getting the students to regain that confidence and those skills that maybe they missed as a result of COVID. However, we didn't want to come from a deficit mindset, but rather from an assets-based mindset... We targeted our most vulnerable students first, by asking, 'Let's see, what are your interests? What are your skills that you have? And let's build from that,' as opposed to 'Let me teach you everything that you missed.'"

— Kathy Serrano, Santa Barbara Unified School District



Over **70%**
of districts from the statewide survey provided wellness, enrichment, and/or mental health services as part of their summer learning program.

TABLE 2		TYPES OF SUMMER LEARNING OFFERINGS OR SUPPORTS				
Academic Intervention/ Grade Remediation	Wellness Services	Targeted Intervention	Enrichment	Mental Health Services	Learning Acceleration	
96%	86%	84%	71%	71%	66%	

Source: Biweekly Instructional Status Survey data, provided by the California Collaborative for Educational Excellence, June 2021. N=798.

Schools used summer as an opportunity for students and staff to get reconnected to school and build confidence for fall 2021 reopening.

- Over 70% of reporting districts offered some in-person options for summer 2021, and nearly 40% operated fully in person.¹⁴ (See Instruction Modes for Summer Programs chart.) As of April 30, 2021, a survey of California schools found that 16% of schools were fully in person, 31% were hybrid, and 53% were conducting distance learning only.¹⁵
- A primary goal for many districts was to prepare their students and teachers for fall reopening and to get them familiar with implementing COVID-19 mitigation measures. Returning to in-person learning this fall was expected to be particularly challenging for those students who had been chronically absent or all-virtual, and summer programs helped to reduce the fear of in-person learning for students, families, and staff.

Over 90% of districts used the summer time to provide academic support.

Data from a cross-section of California districts show that by midway through the 2020-21 school year, students had experienced a learning lag of approximately 2.6 months in English language arts (ELA) and 2.5 months in math, with those who were economically disadvantaged, English learners, and Latinx experiencing even more of a lag.¹⁶ Districts in our sample intentionally prioritized these student groups in designing summer learning programs.

TABLE 3		INSTRUCTION MODES FOR SUMMER PROGRAMS		
	Distance Learning Only	Hybrid	In-Person	
City	38%	40%	22%	
Suburb	39%	38%	23%	
Town	23%	32%	45%	
Rural	11%	30%	59%	
Overall	27%	35%	38%	

Source: Biweekly Instructional Status Survey data, provided by the California Collaborative for Educational Excellence, June 2021. N=269. Note: Fewer districts provided responses to this question than other questions and missing responses were removed from analysis.

Over 70% of reporting districts offered some in-person options for summer 2021, and nearly 40% operated fully in person.¹⁴



“This year’s summer programs were much more expansive than they ever were.”⁶

— Dan Domenech,
Executive Director of AASA,
The School Superintendents Association



Summer Funding Matters:

California schools made the most of unprecedented levels of federal and state resources.

According to a national survey, summer programs were the top investment of the American Rescue Plan funding, with three-quarters (75%) of respondents saying they were spending funds on summer learning and other enrichment activities.¹⁷

Both state and federal COVID-19 relief packages specifically allocated funding to be used in the summer. (See Dedicated Funding Resources.)

This state and federal stimulus funding for summer (and other expanded learning programs) is extremely flexible, allowing for a range of program models and activities, as long as districts serve target student groups and respond broadly to COVID-19 impacts, such as delayed learning, remote access, and mental health needs.¹⁸

Almost all interviewed districts utilized COVID relief funding, including the Expanded Learning Opportunities Grants (AB 86), to provide summer programs.

Districts showed significant variation in how much funding they received based on their student populations, ranging from \$15,000 to over \$1.5 million.¹⁹ In addition to the relief funding, districts also used Afterschool Education and Safety Program, 21st Century Community Learning Centers, Local Control Funding Formula, and/or private funds.

Some districts reported planning ahead for multiple years of summer programs.

This move is backed by research that shows it takes more than one summer to actualize the necessary student learning benefits to make progress in closing achievement gaps.²⁰ When schools are given targeted, multi-year resources and the reporting leeway to pursue broader learning goals—as opposed to just instruction—they act on it, as illustrated by this summer’s focus on social-emotional development and enrichment.

ACCORDING TO INTERVIEWS, DISTRICTS SPENT THE INCREASED FUNDING FOR SUMMER ON THE FOLLOWING:

- **STAFFING:** Districts increased the number of educators and support staff, offered pay increases and stipends. A few districts added staff to provide professional development and oversight, community partner coordination, and an interpreter/cultural liaison.
- **SITES:** Districts increased the number of summer sites and/or youth served.
- **COMMUNITY PARTNERS AND VENDORS:** Districts engaged partners to provide enrichment and other services (such as professional development and mental health services).
- **SUPPLIES:** Districts purchased new materials and supplies, including curricula.
- **SUBSIDIZED COST:** Districts subsidized the cost of attendance for youth and families, making programming either free or substantially reduced in price.
- **TECHNOLOGY:** Districts invested in tech support and purchased new devices and programs.
- **TRANSPORTATION:** Districts provided transportation to make programs accessible for families.

DEDICATED FUNDING RESOURCES:

[American Rescue Plan](#) Elementary and Secondary School Emergency Relief Fund is providing nearly \$122 billion to states and school districts over three years. It requires that states invest at least \$1.2 billion in summer programs based on strategies proven to improve student academic and social-emotional outcomes. School districts also are required to use at least \$21 billion for initiatives to address the impact of lost instructional time.²¹

California must spend 20% of its \$13.7 billion American Rescue Plan allocation on providing summer school, tutoring, counseling or mental health services.

On top of this, California provided districts [\\$4.6 billion](#) (Expanded Learning Opportunity Grants/AB 86) for additional learning time, including summer, to address delayed learning as a result of the pandemic, particularly for low-income students and those with limited internet access.

California schools also have funding from the two earlier federal relief acts, [CARES Act](#) and [ESSER II](#), that were eligible to be used in the summer of 2021.

In addition to the tens of billions of dollars in new one-time funding, the most common existing sources for summer learning programs have also been maintained, if not increased:

- Federal: Title I, 21st Century Community Learning Center (21st CCLC) program, Community Development Block Grant
- State: Local Control Supplemental and Concentration grants and [Afterschool Safety and Education \(ASES\) program](#)

Note: In July 2021, the [Expanded Learning Opportunities \(ELO\) Program](#) (AB 130) was enacted through the state budget process, allocating \$1.75 billion, growing to up to \$5 billion by 2025, for summer and afterschool programs. Though this funding was not applicable to this summer, it provides another new dedicated funding stream for summer programs.

The Gift of Time:

Summer findings and promising practices.

1 Summer programs during COVID-19 elevated what research on high-quality summer programming shows: schools need to prioritize student engagement, social-emotional learning, and mental health.

Implementation research has shown that to ensure meaningful participation and impact in voluntary summer learning programs, programs must intentionally focus on fun, hands-on, and engaging learning activities aligned with learning objectives.²² The most common attribute of 2021 summer programs—across very diverse districts and communities—was the focus on providing students an environment that was both safe (emotionally, socially, and physically) and enriching, where they could reconnect with staff, peers, and learning. Interviewed districts noted that students were excited to come to school and overwhelmingly happy to be back in person and with their peers. They reflected on the importance of building back students' confidence in school and learning settings.

CHOICE IS THE SECRET SAUCE OF SUMMER LEARNING FOR BOTH STUDENTS AND ADULTS.

Youth voice and choice is a core, evidenced-based practice in youth development, though most often cited for older youth programming. This summer, choice was an essential component of successful summer learning programs. Examples of how choice was integrated:

- In multiple districts, students could choose from a menu of enrichment activities to explore their own interests.
- At the Boys & Girls Clubs of Sonoma-Marín, a community-based partner of Guerneville Elementary School District, students chose their individual and classroom camp names, as well as the program themes.
- Davis Joint USD and other districts asked teachers what they wanted to teach based on their own interests and talents.
- Multiple districts allowed students, teachers, and families to choose the setting that best met their current needs, whether virtual or in-person programs.

BEST PRACTICES

Offered a wide range of engaging and unique summer enrichment activities. (See Figure 1 below.)

For example, Calexico USD partnered with a community-based organization to offer enrichment activities integrating art and social-emotional learning.

Focused on physical activity, outdoor learning, and play. Some programs commented that because kids had been cooped up during COVID, physical activity was particularly important this summer, and it was also more COVID-safe than being inside. One program chose to have device-free programming to counter remote learning from the previous year.

Boosted experiential learning through field trips. Para Los Niños (Los Angeles charter) noted they were most proud to have provided 12 field trips. This was an especially heavy lift during COVID with public restrictions and transportation. Though it wasn't possible this summer, they mentioned that field trips can have an even greater impact when parents are included to build positive bonds with the school community and expand learning experiences alongside their child. Other providers worked around COVID requirements by bringing the field trips—outside experts, presenters, and partners—to the summer site.

Fostered a summer camp culture.

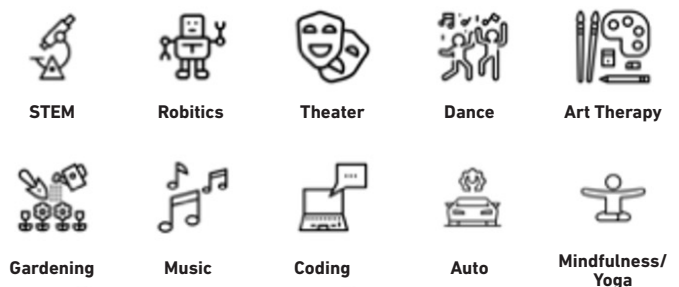
Several programs made time daily for large group chants, games, and rallies to build energy, camaraderie, and student leadership.

Integrated mental health.

Over 70% of districts provided wellness and/or mental health services in their summer learning program.²³ Districts integrated mental health supports into summer programs by:

- Partnering with community-based mental health and health service providers that have relationships with the community and familiarity with school infrastructure;
- Providing on-site counselors—several programs mentioned that AB 86 funds allowed this to be possible, as compared to previous summers;
- Ensuring staff also had access to mental health services.

Figure 1: Districts offered engaging and unique summer enrichment activities.



Source: District interviews conducted by Public Profit and Partnership for Children and Youth, 2021

The Gift of Time:

Summer findings and promising practices.

2 Schools prioritized students who needed programs the most.

While two-thirds of the districts that responded to the statewide survey reported that summer offerings were open to all students, the majority of districts interviewed for this report targeted students who needed programming most, particularly in-person experiences, and ensured that those students had access to this summer’s programming.²⁴ To best ensure participation and access for these students and families, several districts used targeted recruitment and coordinated strategies. This outreach and framing was important especially given the historical association of summer school programs as punitive.

Some districts leveraged existing technology infrastructure to reach more students and diversify instruction methods. Though our research focused on in-person models, several of our interviewees offered both virtual and in-person programming to meet the needs and preferences of more students and families, especially those disproportionately impacted by COVID-19.

The majority of COVID relief funding prioritizes either specific student groups for support and/or mitigation of missed learning. The targeted student groups in summer mirrored trends that had been documented when schools opened learning hubs during school closures:²⁵

- Unhoused students and students in the child welfare system. Many schools built their summer programs on top of state afterschool funds, which requires that these youth are prioritized.²⁶
- Chronically absent students, those who hadn’t been heard from throughout the school year, and students who were struggling to show up or engage online or in-person. Rural communities noted that connectivity was a significant challenge for them during distance learning, so it was important to bring in those students who had lacked access.
- Students who were English Language Learners.
- Students from low-income households.
- Children of essential workers (prioritized by two districts).

BEST PRACTICES

Recruited students as a team. In addition to using attendance, grades, and other data, several programs shared that staff input was essential. Teachers, support staff, counselors, and principals played an important role in identifying which students were most in need of summer programming due to their on-the-ground experience with students.

Opened enrollment for targeted families first. Because spots in summer programs, as in afterschool programs, are limited, a few districts noted that they staggered registration or did direct outreach before opening up the program to all students.

Invested in individual outreach, and conducted outreach in students’ home language. While schools and parents have improved their digital communication literacy and platforms during distance learning, several programs noted that to reach the most disconnected students and families, direct one-on-one outreach is essential, despite the fact that individual calls and outreach are labor-intensive and require additional staff and time. (See *Targeted Outreach Makes a Difference* table.)

Waived fees. Several programs noted that the increased funding allowed them to waive all fees, which removed previous participation barriers for some families. According to a 2021 national survey of parents, 44% of low-income parents who didn’t have a child in a summer program reported that cost was a major reason for this decision, with more than one in five also reporting that transportation and lack of awareness were notable barriers as well.²⁷

Structured schedules to support working families. Full-day programs are a win-win for school districts—increased access and care for the families who most need summer support, and increased staff retention and recruitment when staff can be provided full-time positions. Multiple interviewees noted that increased funds allowed them to provide full-day programs until 6pm. Two of the rural programs interviewed said that parents have long commute times and transportation limitations, so they opened as early as 7:30am. At least a couple of programs provided transportation to make programs more accessible.

TARGETED OUTREACH MAKES A DIFFERENCE.

GILROY USD PUT MORE ENERGY INTO RECRUITMENT THIS YEAR, INCLUDING INDIVIDUAL PHONE CALLS, AND THEY ARE PLANNING TO DO EVEN MORE NEXT YEAR.

	Total Students	English Learners	Free or Reduced Lunch Eligible
Gilroy Unified School District	11,638	23%	50%
Gilroy USD Summer Program 2019	893	33%	70%
Gilroy USD Summer Program 2021	509	52%	78%

EARLY LEARNERS:

TARGET SUMMER FOR EARLY LEARNERS THAT EMPOWERS AND ENGAGES KIDS AND FAMILIES.

There has been an alarming drop in early grades' enrollment and a reverberating impact on school readiness, developmental needs, and academic performance that could have long-term impacts. As of April 2021, statewide school enrollment had dropped by 3%, with more than a third coming from kindergarteners (60,000). Research has found that there has been significant declines in assessment results in both ELA and math in the early grades.²⁸

The few districts that offered summer programming for kindergarten and transitional kindergarten (TK) youth focused on promoting school readiness and students' and parents' confidence in attending school. Some of these districts expanded existing programs to include TK and/or target students and families who could most benefit from experiencing the classroom environment before attending in the fall.

Most of the interviewed programs that served TK had a parent and family engagement component. Para Los Ninos provided virtual campus tours so kids and parents would feel more comfortable when they started in the fall, provided technology support and training for parents, and made sure that students/families got introduced to their future teachers.

El Monte City School District worked in partnership with Seymour Family Center to build students' foundational skills and to empower parents. All participating students had an online literacy program (Footsteps to Brilliance) that allowed parents to work alongside their child to increase literacy skills, and teachers could track and interact with students and families in real time.

TECHNOLOGY TIP

For more robust parent participation, El Monte hosted weekly virtual meetings and trainings that were offered at four separate times, including morning and night, facilitated in English and Spanish, and recorded for asynchronous viewing. Both the academic and family engagement components in the district were feasible because all families had access to the technology that made this possible (ipad and hotspot) as a result of COVID response relief dollars.



“So we had First Five [who] ...we worked specifically with them for the preschool students. And so they were targeting TK and kinder students who were not currently enrolled or participating in any type of schooling so that they would have that experience during the summer.”

— Rina Serrano, Hayward Unified School District



HIGH SCHOOL YOUTH:

COMPARED TO ELEMENTARY STUDENTS, TOO MANY HIGH SCHOOL STUDENTS WERE LARGELY LEFT OUT THIS SUMMER, FOLLOWING HARMFUL TRENDS THAT PERSISTED THROUGHOUT REMOTE LEARNING. FORTUNATELY, THERE ARE SOME MODELS TO LEARN FROM.²⁹

Only about a quarter of districts that provided information on the grade level of youth reached by summer programming reported including high school students.³⁰ Though data is limited, the team observed in this research project and through direct technical assistance and information-gathering with schools over the last year, that high school summer programming more often defaults to credit remediation and programs struggle with how to incentivize student participation. While remediation is a necessary component of summer programming for older students, the approach does not have to be punitive.

However, several districts throughout California prioritized summer programming for high schoolers. Those that did tended to include elements of academic and credit recovery, college/career readiness, social-emotional learning, and peer connection. Even programs focused on addressing delayed learning and credit recovery attempted to incorporate enriching elements and partnerships to engage students.

Elk Grove Unified School District checked all the boxes for high school students:

Built students' work experience and readiness.

- Nearly 100 juniors and seniors gained work experience by supporting teachers in their elementary summer camps, including attending staff training and meetings. The district saw a 90% increase in students interested in pursuing a career in education after participating in the program, with 78% of all students citing this interest.
- Students in career academies, such as medical and agriculture, used summer to practice and deepen their skills, experience, and coursework.
- Offered classes on career exploration, resume-building, learning to network, etc.

Ensured students were on track to graduate.

- Students could make up work in credit recovery programs to move from failing to passing. Teachers identified which key labs and/or activities would show competency to improve grades for A-G eligibility.

Met students' needs and interests.

- In addition to prioritizing and providing full-day summer programs for foster youth, the district also had evening workshops on building independence (paying bills, public transit, job searching, etc).
- There was a bridge program for incoming 9th grade students.
- There were classes to make space for students to learn about their own or different cultures and identities.
- Dozens of enrichment classes, including sports, art, theatre, music, were offered. Not only did students get to choose classes, but teachers also developed the list of topics they wanted to teach based on what they knew about their school and kids.

Antelope Valley Union High School District accelerated math with real-world applications:³¹

Educators were eager to use the summer months to prepare incoming high school freshmen for the “*higher levels of math education that are needed for postsecondary success in STEM fields.*” After data from the “Summer Math Bootcamp” pilot in summer 2020 showed that it boosted student mathematics outcomes during freshman year, the program was expanded in 2021 to more schools and career pathways. As part of this effort, the district offered the following:

- Incoming freshmen to the Biomedical Sciences Linked Learning pathway at Eastside High learned higher-order mathematics through a lens of forensic science. Pathway educators partnered with the Los Angeles County Department of Human Resources to include detectives and forensic scientists in lessons.
- In engineering pathways at Lancaster and Palmdale High Schools, students worked with leading engineers from NASA to design vehicles to transport vaccines and other emergency COVID-19 supplies.



“We had a workshop at Franklin High School serving Black and African-American young women with a focus on empowerment... That was one opportunity for the students to feel empowered, to make connections, to share their stories, to be heard.”

— Erin Sipes, Elk Grove Unified School District



The Gift of Time:

Summer findings and promising practices.

3 Schools utilized smaller class sizes, project-based learning, and intentional curriculum to build students' academic skills.

All of the districts interviewed included an academic component in their summer programs. A benefit to the required COVID ratios is that all class sizes were 15 (or fewer) students to one or two staff, providing more individualized academic attention. Districts designed academic and enrichment programming to complement one another, often linked through STEM and literacy themes. A common model was to offer academics in the morning and enrichment in the afternoon. Others had academics and enrichment blended throughout the day—schedules were often linked to how programs are staffed.

According to the National Summer Learning Project, between 81 and 97% of surveyed teachers reported that they enjoyed their summer experience due to small group size, access to new curriculum materials, and half-day schedules.³²

SUMMER SITE SCHEDULE: LYNWOOD UNIFIED SCHOOL DISTRICT

At this site, certified teachers taught ELA and math in the morning, while the district's partner, Think Together, led afternoon enrichment, breaks, and meals.

8:00-8:30	Breakfast
8:30-10:00	ELA block (Middle school ELA/Math)
10:00-10:10	Break
10:10-12:00	Math block
12:00-12:30	Lunch Time (Middle school ELA/Math)
12:30-3:30	Enrichment led by Think Together <ul style="list-style-type: none">Monday: Visual & Performing ArtsTuesday: SELWednesday: STEM w/ LEGO setsThursday: Physical EducationFriday: Community Services and Esports

BEST PRACTICES

Individualized learning through small groups.

Gilroy USD teachers employed a literacy intervention in daily small groups for K-8th graders. In Santa Barbara, paraeducators were able to work one on one with students on targeted skills.

Integrated hands-on learning. Ravenswood Elementary (and other districts) strived to integrate hands-on activities with academic lessons like literacy and science to ensure academic lessons were engaging and fun for youth.

Implemented curricula. Multiple districts had a specific curriculum, some new to teachers and others that were already being utilized. Lynwood USD employed a math curriculum vendor to level-up their impact.

Linked lessons to school-year approaches. Guerneville Elementary School District and Boys & Girls Clubs of Sonoma-Marin integrated the school-day [AVID](#) program into their summer design. The additional AB 86 resources allowed them to purchase more credentialed teacher time; both the district and Boys & Girls Clubs said this was the most integrated summer program they have had and anticipated many benefits to this increased coordination in the fall.

TECHNOLOGY TIP

Monterey Peninsula USD extended their contracts with online curriculum platforms that they used during the regular school year so students and staff still had access to online education, which freed up more individualized small group time with their teachers. Also, because some students prefer to engage with devices, it can be useful to include them to meet a range of learning styles.



"I think our main philosophy regarding summer, and not just about the enrichment, [is] just really try and make learning fun. So, even our academic program [had] a bit more hands-on activities, focusing on literacy, but then also science and then easily transitioning into the Camp Galileo activities."

—Cynthia Chin, Ravenswood City Elementary School District



The Gift of Time:

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4 Partnerships expanded districts' capacity, though they vary based on district location and characteristics.

Every interviewee relied on at least one partner, and some had many partners that offered (over 10 in some cases) an array of activities. Over 75% of the districts we interviewed partnered with a community-based organization (CBO) to provide specialized enrichment and/or increased staffing so they could serve more kids for more time.³³ Though rural interviewees noted that they have much less access to community partners than districts in more populated areas, they still found ways to leverage partnerships between districts and county offices of education to expand their programming. Partnerships cut across all program and operation domains. (See *Variety of Summer Partnerships & Roles chart*.)

“Food Services has been working tremendously and so hard throughout the pandemic. They’ve never really stopped, but then they provided meals to all of the kids and all of the programs, and then of course our custodial services needed to be available plus transportation.... I can’t imagine a group that was not available or not participating in the summer program.”

—Sonya Mercado, Rio Elementary School District

BEST PRACTICES

Invested in coordination. Coordinating with partners proved to be a full-time job for some districts. Davis Joint USD hired a retired principal to recruit and organize partnerships. Selma and Parlier Unified mitigated the coordination effort by sharing the same partners and staggering their summer programming schedules.

Coordinated across internal departments. Both rural and urban districts worked across divisions internally, including the English Language Learner division, special education, foster and homeless youth coordinators, food services, and more.

Leveraged community assets and specialized experts. Districts interviewed engaged in long-standing relationships and also tried out new activities. A common practice was to bring in community partners with specializations in art, music, sports, and technology. Some districts also partnered with local or regional agencies, such as departments of parks and recreation or health providers.

Engaged with and supported by County Offices of Education (COEs). COE's strengths, roles, and relationships to summer learning are varied and diverse. Key roles and responsibilities included the following:

- **Service providers.** COEs serve as the operators, contractors, and staff of summer programs. This is most common in rural communities, though Sacramento COE ran programs for the first time this year.³⁴ In Hayward USD, Alameda COE supported by facilitating nutritional services.

- **Convener & resource brokers.** Shasta COE provided inter-district collaboration, including meetings with superintendents to discuss how each districts' resources could support one another.
- **Professional development.** Los Angeles COE supported a professional learning community to facilitate peer learning and development for summer planning. COEs provide professional development on mental health, STEM, trauma-informed care and more.

TECHNOLOGY TIP

Virtual learning can allow for more coordination with partners at the site level. “Now with Zoom, I was meeting with school principals on a regular basis, once a week, for a 20-minute check-in because things were moving so fast. It would be me, my middle-management team, the school principal, and one of their teachers... [It] was phenomenal for getting us aligned and getting the vision moving forward, but also transitioning and tweaking on the fly because it didn't have to go up the chain of command.” —Brad Lupien, Arc Experience

VARIETY OF SUMMER PARTNERSHIPS & ROLES

SUMMER PARTNERSHIP ROLES	EXAMPLES/DESCRIPTION OF SERVICES
<p>Coaching and Curriculum Development for Educators</p>	<p>The additional summer resources allowed Lynwood USD to provide teachers with coaching, lesson-planning, and support in the classroom in partnership with the SWUN Math program.</p> <p>Calexico USD partnered with Afterschool Unlimited to provide SEL professional development for teachers and staff.</p>
<p>Staffing & Program Operations</p>	<p>In Pittsburg USD, Bay Area Community Resources (BACR) led staffing and recruitment, though district educators still ran some sessions.</p> <p>In Monterey Peninsula USD, Community Partnership for Youth (CPY) and the YMCA staffed multiple sites and relieved overworked district employees.</p>
<p>Enrichment & Field Trips</p>	<p>Selma USD and Parlier USD incorporated numerous partners into their summer programming, such as a local boxing gym, Every Monday Matters (SEL provider), and retired art teachers.</p> <p>Santa Barbara USD partnered with the Dance Institute, Wilderness Youth Project, MOXI museum, CALM (child abuse, mindfulness, and counseling sessions for youth and teachers), Camp Whittier, the Santa Barbara Public Library, and Explore Ecology.</p>
<p>STEM & Technology</p>	<p>Fontana USD leveraged a partnership with their COE to expand STEM programming to include a summer coding program, Ozobots, using computer kits.</p> <p>Hayward USD partnered with Chabot College to provide STEAM programming.</p> <p>Davis Joint USD brought in QUEST Academy, an interactive classroom gameplay that includes professional development for teachers.</p>
<p>Nutrition & Family Supports</p>	<p>In addition to serving youth breakfast and lunch during the day, Manteca USD partnered with their local food bank to send students home with groceries.</p> <p>Rio Elementary School District partnered with their local Mixteco community organization to conduct outreach to families, translation, and family engagement events.</p>
<p>Health & Wellness</p>	<p>Klamath-Trinity Joint USD used a CBO partner, Two Feathers Native American Family Services, to provide training and professional development for their staff on responding to youth mental health crises.</p> <p>Butte COE and their district partners worked with their community wellness partners to ensure students or staff in crisis could access the mental health support they needed.</p> <p>Hayward USD partnered with their local First 5 to identify and outreach to TK/K students.</p>

The Gift of Time:

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- 5 Provided time and space for professional development that benefits learning year-round.

Operating summer programs required dedicated staff time for increased planning and training. Several districts said that the extra time and more flexible summer schedule provided a unique opportunity to build educator skill sets (teachers, paraprofessionals, and CBO staff) and exposure to different environments that benefit their ability to impact student learning and growth beyond summer. In several cases, this capacity-building was provided by outside vendors or COEs. (See *Variety of Summer Partnerships & Roles* chart.)

BEST PRACTICES

Tested new curriculum accompanied by coaching and training. El Monte City School District teachers were able to get experience with a new reading comprehension approach that focuses on visualizing and verbalizing (known as Lindamood Bell), which they had already planned to roll out in the school year.

Gave staff new leadership roles. Santa Barbara USD and Monterey Peninsula USD hired a coach for paraprofessional staff who took on more responsibility in planning and leading a classroom than during a typical school year.

Provided behaviour and classroom management training. Several districts mentioned summer training for staff and teachers on trauma-informed strategies.

Deepened relationships and creative classroom environments. Teachers interviewed across three districts in our sample said that they benefited from the flexibility and fun that summer offers, including interacting with students in different environments, working more closely with staff from community-based organizations, and getting inspiration for new activities to implement in the fall.



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6 Despite additional funds, districts struggled to staff programs. Staffing challenges resulted in creative approaches and solutions.

Interviewees reported that while staff knew how important summer programming was this year, many, especially teachers, were exhausted and burnt out from the school year and thus did not want to work in the summer. Additionally, a few districts noted competition from other employers that can provide higher wages and more hours for front-line staff. Staffing shortages meant that some districts were not able to serve as many youth as they hoped. In Butte County, shortages were compounded by local displacement from recent fires. Districts employed a range of creative solutions and incentives to try to mitigate these difficulties.

BEST PRACTICES

Increased pay. Districts provided stipends or increased base pay using the COVID relief funding. For example, Rio Elementary increased their summer pay for all certified 10- and 11-month employees by 79%, knowing that they would need as many staff as possible.

Worked with unions to modify job descriptions and maximized the number of full-time roles. Monterey Peninsula USD creatively adjusted the job descriptions for many school staff so they could serve in multiple roles rather than the ones they traditionally serve. Selma Unified was able to hire staff at full time.

Hired high school youth: a win-win. Due to increased needs and resources this summer, in addition to Elk Grove USD, Sacramento City USD significantly expanded its Summer Ambassadors/Peer Mentors program. In this program, the district hires rising high school juniors and seniors to serve as peer mentors who lead activities and provide supervision at over 25 elementary and middle school summer sites. Sacramento City USD had planned to accept applications over two weeks but had to close the process early when it received 200 applications in two days.³⁵

Gave staff the flexibility to choose what and how they teach. Multiple districts let educators choose what they taught. Another district let teachers choose whether they wanted to teach remotely or in-person to maximize the number of students served.



“As far as staffing though... to this day, it’s still a struggle... I had to call my boss and say, ‘Hey, we need to bump up our staff [pay] because I’m gonna lose everybody to Amazon.’ That’s pretty much the plain and simple.”

—Marian Villalba, Adelanto Elementary School District



RANGE OF STAFFING MODELS OBSERVED:

Staffing was blended between district employees and community-based organization staff. This staffing model helped for the smaller ratios and targeted interventions.

A single community-based organization was heavily involved in planning and staffing.

The district staffed at least one program site, while community-based organizations staffed others.

District employees led all summer programming.

Looking Forward to Summer 2022 and Beyond

Despite the major challenges presented in operating summer programs—the chaos and overwhelm of reopening schools in Spring 2021, staffing shortages, limited and constrained administrative and planning capacity, and more—all in all, the districts we spoke with felt optimistic and re-energized by what they collectively made happen this summer and had high hopes for future summers. When reflecting on next summer, interviewees want to:

- Integrate more partners
- Go on more field trips
- Enhance their social-emotional learning focus
- Plan and secure their staff earlier
- Increase family involvement and engage youth and families in planning
- Expand to more sites and serve more kids
- Refine offerings to maximize the most popular enrichment activities

Due to the ongoing increased funding, more time to plan and secure staff, and increased access to vaccines, summer 2022 will be even bigger and better. However, ongoing leadership and action at the local, regional, and state levels will be required to ensure summer learning programs have the greatest impact on as many students and families as possible.

Our research illustrates that summer can be a catalyst for educators and advocates who aspire to redesign traditional school models and operations based on what we know about how and where kids learn best. The following recommendations are rooted in the findings from 2021 as well as prior research on summer learning best practices.³⁶

ACTIONS FOR DISTRICT AND ADMINISTRATIVE LEADERS:

BEGIN PLANNING FOR SUMMER DURING WINTER 2021-22.³⁷

- Align planning timeline and decision making deadlines to school budgeting calendars and requirements.
- Ensure all of the essential internal and external partners, both new and existing, are around the table from the beginning.

- Use attendance, assessment, and survey data from this summer and school year to refine and build on programming strengths and identify areas for improvement.
- Get buy-in from families early and identify and address participation barriers. Many families have a negative reaction to “summer school”; outreach needs to communicate program benefits and what makes the summer program different from school.
- Leverage systems and investments in early grades and high school students. Summer programs should be integrated with both universal preschool and T-K expansion and existing college & career readiness programs.

PRIORITIZE INVESTING IN HUMAN CAPITAL AND PARTNERSHIPS

- Identify at least one district leader/point person to coordinate and manage partnerships.
- Begin recruitment of teachers and staff in late winter/early spring.
- Allocate resources to support full-time positions and competitive wages.
- Identify capacity-building resources including engaging COEs and/or peer learning with like-minded or geographically close partner districts.
- Provide joint professional development opportunities across school day, community-based organizations, and other partners.
- Be intentional about creating positive working environments, autonomy, and flexibility that support the well-being and growth of all staff. The current education staffing crisis further shows people seek good jobs, not just a paycheck.

TAKE ADVANTAGE OF THE INCREASED AND UNRESTRICTED FUNDING AND PUBLIC/POLITICAL WILL FOR REDESIGNED SCHOOLING TO THINK OUTSIDE THE BOX.

- Current funding for summer (and expanded learning) is extremely flexible—as long as you are serving priority student groups and have targeted learning opportunities and goals, there is room to think big.³⁸
- Design programs that promote year-round learning and reimagine schooling schedules and space options.
- Center programming in choice and exploration. Seek input from students, parents and educators about what they want to do in the summer, especially activities and experts that may be more difficult during the year.
- Build off increased technology capacity to expand access, create more individualized learning experiences, and engage families and communities.
- As gathering and traveling becomes safer, make the most of field trips for fun and experiential learning!



“State and COE guidance can be seen as a magic bullet, there is no magic bullet. It is important to establish clear guidelines and then allow districts the autonomy to adjust to meet the specific needs of the district....Money needs to be backed up with guidelines prepared by educators who are in touch with reality.”

—Christine Aristogue, Lynwood Unified School District



ACTIONS FOR STATE LEADERS AND SCHOOL ADMINISTRATORS:

MAINTAIN DEDICATED AND FLEXIBLE FUNDING AND POLICY FOR SUMMER LEARNING THAT PRIORITIZES THE NEEDS OF THE WHOLE CHILD.

- This research clearly shows that when there is dedicated funding for summer and expectations for districts to offer it, it happens.
- Programs are higher quality and more effective when schools can plan ahead and over multiple years.
- Messaging and reporting should not only focus on academics but incentivize enrichment and social-emotional learning.

STATE INVESTMENT ALONE DOESN'T SOLVE EDUCATIONAL INEQUITIES—INCREASE AND IMPROVE STATEWIDE GUIDANCE ON DATA COLLECTION, IDENTIFICATION OF MODELS/BEST PRACTICES, AND TECHNICAL ASSISTANCE.

- Local control can facilitate innovation and makes it possible for schools to more nimbly meet the ever-changing educational landscape and address local student and community needs. That said, local control should not replace the state's unique role in taking a macro-level approach and providing structure and guidance for administrators.
- Educators, administrators, and community-based organizations are overwhelmed—they need the ability to choose from a menu of customized technical assistance for summer learning that is embedded within the current system of support structures.
- Guidance and technical assistance should address a range of scenarios and take into account districts' varying levels of experience with operating summer programs.
- Districts and experts need direct and sufficient funding in order to 1) review and analyze state guidance, and 2) provide and participate in technical assistance and capacity-building.

- The Biweekly Instructional Status Survey (required by AB 86) data collection on summer was the first of its kind and a positive first step. The state could have a much stronger picture of summer gaps, models, and assets. At minimum, the state should collect data on summer enrollment, funding, number and types of staff, program duration, and partnerships.

ADAPT AND FILL GAPS IN SUMMER PROGRAMMING AND ACCESS: DIRECT RESOURCES AND POLICY TO EQUALLY MEET THE NEEDS OF RURAL COMMUNITIES, EARLY LEARNERS, HIGH SCHOOL STUDENTS, AND COMMUNITY PARTNERS.

- Policymakers should better meet the unique needs of rural communities that have less access to private resources and community partners by providing them increased resources, capacity development, and staffing incentives.
- Direct schools to serve early learners and high school students both in the summer and after school.
- Fund community-based organizations directly and adequately to provide summer and expanded learning services to maximize quality and access; with a requirement to partner with schools and employ certified teachers if possible. Though there is no adequate data to compare the number and demographics of kids and families served by school-based versus community-based (private and nonprofit) summer programs, it is abundantly clear that summer is a time and space for robust public-private partnerships and the state should diversify its funding approaches to reflect this reality.
- Strengthen the role and responsibility of County Offices of Education to serve kids and families in the summer and out-of-school time directly. Many schools and districts are tapped out; COEs often have more flexibility than individual districts in how their resources can be used to improve conditions, access, and outcomes for students, families, and staff on the frontlines.



Appendix A:

List of Districts, Regions, and Rural/Urban Categorization

DISTRICT/PROVIDER	COUNTY	REGION	RURAL/URBAN
Adelanto Elementary	San Bernardino	Region 10 - RIMS	Urban
Arc Experience ¹	Los Angeles and San Diego Area	Multiple regions in the Los Angeles and San Diego Area	Urban
Butte County Office of Education	Butte	Region 2 - Northeastern	Rural
Calexico Unified	Imperial	Region 9 - Southern	Urban
Davis Joint Unified	Yolo	Region 3 - Capital Service Region	Urban
El Monte City	Los Angeles	Region 11 - Los Angeles	Urban
Elk Grove Unified	Sacramento	Region 3 - Capital Service Region	Urban
Fontana Unified	San Bernardino	Region 10 - RIMS	Urban
Gilroy Unified	Santa Clara	Region 5 - South Bay	Urban
Guerneville Elementary	Sonoma	Region 1 - North Coast	Rural
Hayward Unified	Alameda	Region 4 - Bay	Urban
Klamath-Trinity Joint Unified	Humboldt	Region 1 - North Coast	Rural
Lynwood Unified	Los Angeles	Region 11 - Los Angeles	Urban
Manteca Unified	Stanislaus	Region 6 - Delta Sierra	Urban
Monterey Peninsula Unified	Monterey	Region 5 - South Bay	Urban
Para Los Niños (a charter program of Los Angeles Unified)	Los Angeles	Region 11 - Los Angeles	Urban
Parlier Unified	Fresno	Region 7 - Central Valley	Rural
Pittsburg Unified	Contra Costa	Region 4 - Bay	Urban
Ravenswood City Elementary	San Mateo	Region 4 - Bay	Urban
Rio Elementary	Ventura	Region 8 - Costa Del Sur	Urban
San Diego Unified	San Diego	Region 9 - Southern	Urban
Santa Barbara Unified	Santa Barbara	Region 8 - Costa Del Sur	Urban
Selma Unified	Fresno	Region 7 - Central Valley	Rural
Shasta County Office of Education	Shasta	Region 2 - Northeastern	Rural

¹ For more information about who Arc Experience serves, see <https://arc-experience.com/programs/enrollment/>

Appendix B:

Data Limitations

For this analysis, Partnership for Children & Youth and Public Profit sought to interview a representative sample of California districts offering innovative summer programming as a result of increased expanded learning funds.

Interviewees were initially nominated by Local Educational Agency (LEA) contacts. Biases were introduced as a result of this nomination process. These biases were somewhat mitigated by ensuring that selected districts aligned to a sampling frame reflecting California districts overall with regards to region and rural/urban categorization. While a representative sample was, for the most part, accomplished, the sampling frame was not adhered to strictly due to the difficulty of contacting districts during the time period. In particular, rural districts tended to be harder to reach and are thus less well reflected in the final sample of interviewees.

Of the twenty-three districts ultimately interviewed, a smaller selection responded to questions related to student enrollment, number of programming sites, age range/grade level of youth served, and approximate amount of AB 86/expanded learning funding obtained.

The [Biweekly Instructional Status Survey](#) data was provided by CCEE in June 2021. The survey was completed by 1,063 districts (including public and charter districts and offices of education). Of the 1,063 districts that responded to the survey, a smaller selection responded to all questions. Missing data was removed from analysis of each question. Districts were categorized as “city”, “suburb”, “town”, or “rural” as designated by the National Center for Education Statistics and may not always align with popular perception of those designations.



Appendix C:

Summer Site Schedule

SUMMER SITE SCHEDULE: BUTTE COUNTY OFFICE OF EDUCATION, CONCOW @ SPRING VALLEY

This site was staffed by both BCOE Expanded Learning staff and school site certificated teachers.

TIME	3rd–8th Grade
7:30-8:00	Staff Prep Time
8:00-8:15	Temperature Check/Sign-In Breakfast
8:15-8:30	Morning Recess
8:30-9:00	Independent Reading
9:00-9:30	ELA Activities
9:30-10:00	Math Activities
10:00-10:30	Outdoor Recreation Activities.
10:30-11:00	Mindfulness Lesson
11:00-11:45	ELA & Math Activities Continue Technology Educational Enrichment Time
11:45-12:00	Lunch
12:00-12:30	Reyna/Kiah Sign-Out Students & Clean Cohort Areas @ Spring Valley Raynee prepare Swim Students for Pool Transport Swim students to Concow Pool/ Students Picked Up at Spring Valley Sign-Out
12:30-1:00	Raynee Prep
1:00-4:00	Concow Pool Feather River Parks & Rec Water Sports
4:00	Sign-Out



Endnotes

1. See [AB 86 COVID-19 relief and school reopening, reporting, and public health requirements](#) for bill language and analysis.
2. This data was provided by the California Collaborative for Educational Excellence (CCEE).
3. [Investing in Successful Summer Programs: A Review of Evidence Under the Every Student Succeeds Act](#).
4. [Summer learning loss: What we know and what we're learning](#), NWEA, 6/2021. This article has links to over a dozen research studies, some of which have shown mixed results on summer learning loss as a phenomenon.
5. [Quality Standards for Expanded Learning](#), California Department of Education and California Afterschool Network, 2014.
6. [Educators nationwide completely reimaged summer school this summer. It could signal a new era.](#), Washington Post, 8/27/2021.
7. 2021 was the first year California collected statewide data from local education agencies (LEAs) on summer programs, so there is no comparison data yet.
8. [Districts Summer School Plans on Shaky Ground](#), EdWeek, 6/2020.
9. [Educators nationwide completely reimaged summer school this summer. It could signal a new era.](#) Washington Post, 8/27/2021.
10. Of the 24 districts that participated in interviews, 13 provided the number of sites offering summer programs in their district for both 2019 and 2021, two did not offer summer programming at all in 2019.
11. In some districts, this figure represents student enrollment or "seats available," while in other districts this reflects actual attendance. For the latter, some students may be duplicated.
12. [Survey of Parent Views on Summer—Overview and Key Findings](#), 6/2021. This national survey of 1,000 parents of K-12 students was conducted April 23-29 by YouGov on behalf of the Charles Koch Institute, the Afterschool Alliance, and 50CAN.
13. [California Releases New Summer Programming and School Reopening Data, Launches Parental Engagement Campaign](#), Office of Governor Newsom press release, 6/7/2021.
14. Note: Fewer districts (n=269) provided responses to this question than the other questions.
15. [Over half of California public school students remain in distance learning](#), Edsource, 5/5/2021.
16. [Covid-19 Impacts Summer Learning](#), Policy Analysis for California Education, 6/2021.
17. School district spending of American Rescue Plan funding: A snapshot, School Superintendents Association, 9/2021 (national survey).
18. See [Quick Guide: Funding Sources for Expanded Learning Programs](#).
19. Of the 24 districts that participated in interviews, 11 provided the total amount of AB 86 funding received by their district for summer programming. Interviewees were not always able to separate AB 86 funds from other sources of funding, so these numbers reflect best-guess estimates.
20. [Learning from Summer Effects of Voluntary Summer Learning Programs on Low-Income Urban Youth](#), Rand Corporation, 2016.
21. [Why summer school in California will prioritize fun](#), Edsource, 5/26/2021.
22. [Summer Learning Program Quality Intervention](#), Weikart Center for Youth Program Quality, 5/21/21, and [Summer Learning Toolkit](#), Wallace Foundation, 2021.
23. See Table 2: Types of Summer Learning Offerings or Supports, Page 5.
24. [Biweekly Instructional Status Survey](#), CA Safe Schools for All, 6/2021. N=906. Note: missing responses were removed from analysis.
25. [Learning Hubs: In-person learning for the Whole Child](#), American Institutes for Research, Partnership for Children & Youth, and Policy Analysis for California Education, 2/2021.
26. For all publicly-funded after school programs in California, first priority enrollment is given to pupils who are identified by the program as homeless youth or as being in foster care (CA Education Code sections 8483[c][1][A] and 8483.1[d][1][A]).
27. [Study Finds Cost a Key Barrier to Summer Programs for Youth](#), Wallace Foundation Blog, 6/2021.
28. [Missing kindergarteners drive largest drop in 20 years](#), Edsource, 6/2021.
29. See [A Summer Like No Other: Accelerating Learning for High School Students](#). Partnership for Children & Youth, 2021, for additional high school models and strategies.
30. Of the 24 districts that participated in interviews, 15 provided the grade level and/or age range of youth served by summer programming. Of these, four reported providing programming to high school students.
31. Note: Antelope Valley was not included in the research sample, this example was added to provide more insight on high school programs. This model was provided by research from the [Linked Learning Alliance](#).
32. [Getting to Work on Summer Learning](#), Rand Corporation, 2018.
33. See [Methodology & Limitations](#). The identified districts were provided by expanded learning TA providers, which could impact the predisposition of the data.
34. Sacramento COE was not one of the interviewed districts. This information was gathered prior to the research for this report.
35. [A Summer Like No Other: Accelerating Learning for High School Students](#). Partnership for Children & Youth, 2021. Sacramento City USD was not part of this sample and was interviewed prior to this research project.
36. [2021 California Summer Learning Guide](#), Partnership for Children & Youth and National Summer Learning Association, 3/2021.
37. [Summer Learning Toolkit - Planning & Management](#), Wallace Foundation, 2021.
38. See [Quick Guide: Funding Sources for Expanded Learning Programs](#).



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