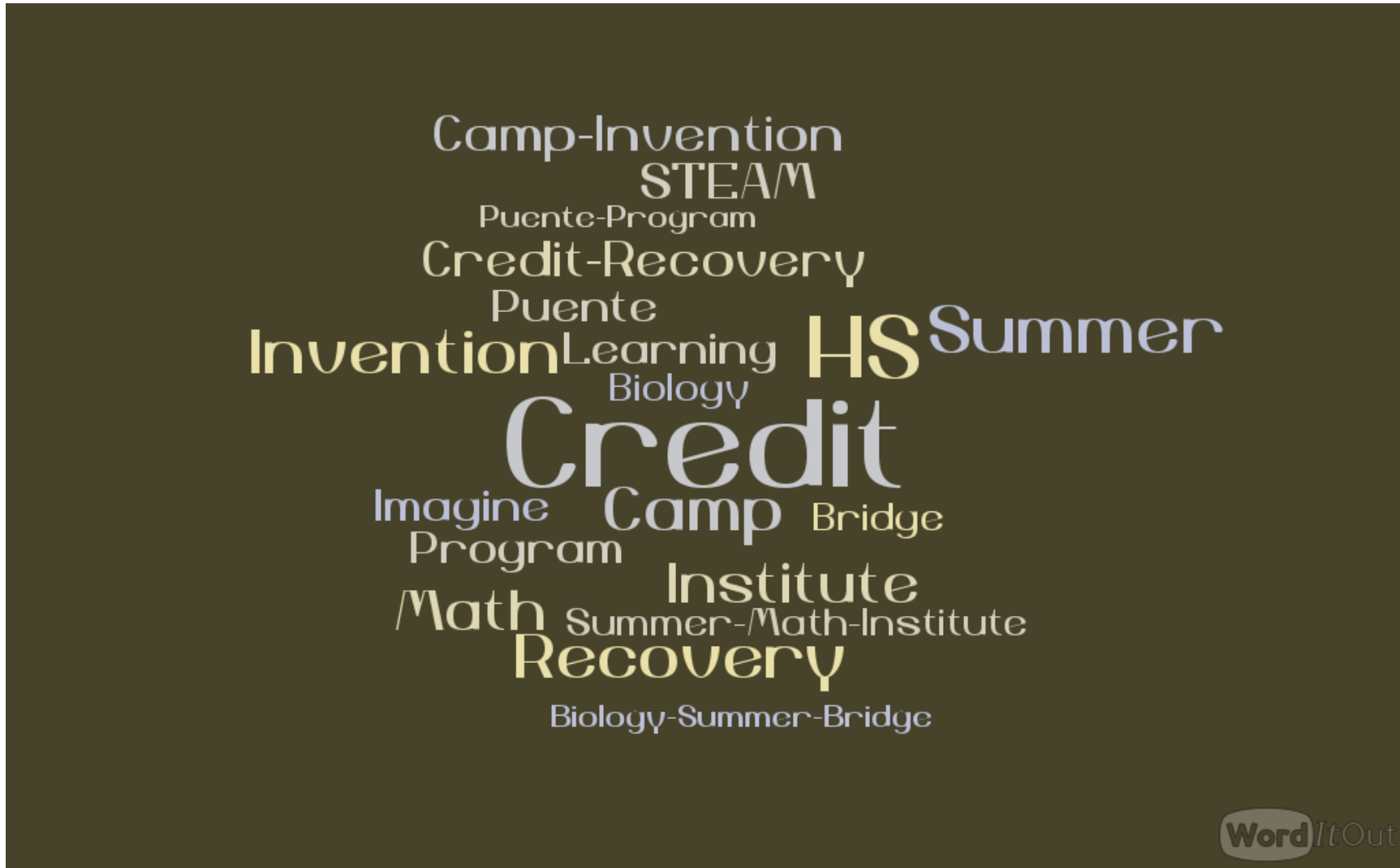




# PUSD 2018 Summer Programs



WordItOut



# PUSD Summer 2018 & Evening Program 2017-18



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- **Needs:**
  - **Course Credits:** PUSD HS students need extra opportunities to recover credits, to accelerate in acquiring credits and/or to complete AP courses, for graduation and college-readiness, both during the year and during the summer.
  - **Learning & Enrichment:** In JHS and Elementary School students need opportunities to close achievement gaps, to help reduce summer learning loss and to accelerate learning and engagement, through innovative and enriching summer learning opportunities that integrate college/career-readiness and support transitions to JHS and HS.
  - **STEAM & College/Career Awareness:** Students need and benefit from a focus on STEAM and helping to raise math and science achievement alongside language, reading and writing skills, as well as from college/career awareness opportunities, including college experiences and visits.
  - **Equity and ESY:** Advance equity of opportunities and outcomes through all of the above and through summer Extended School Year (ESY) opportunities for Students with Special Needs.

# PUSD Summer 2018 & Evening Program 2017-18



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- **Goals:**

- ***Courses for Credit:*** Provide Evening Program and Summer opportunities for students to take and complete credit-bearing, college preparatory courses.
- ***Math Learning and Enrichment:*** Provide a Summer Math Institute on-site at Los Medanos College, with students also visiting other campuses and being assigned former PUSD college students as mentors.
- ***STEAM & Language Arts Learning and Enrichment:*** Provide a STEAM-oriented, hands-on, project-based learning and enrichment opportunity through Camp Invention for Elementary and JHS students, that also integrates language development and reading and writing skill development.
- ***Bridging/Enrichment/College Awareness Programs:*** Provide PUENTE and Biology Summer Bridge opportunities for rising 9<sup>th</sup> graders, as well as college visits and mentoring opportunities through the Summer Math Institute.
- ***Extended School Year (ESY)*** – opportunities for eligible students with Special Needs.

# PUSD Summer 2018 & Evening Program 2017-18



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- **Measurements:**

- ***Multiple Measures Including:*** Summer enrollment, attendance, observation during sessions, student projects, pre- and post-assessments (writing, math, etc.), course completions and assignment of credit, student feedback, teacher surveys.

- **Outcome Highlights:**

- ***Over 11,000 Credits Earned toward Graduation:*** diverse PUSD students earned credits.
- ***Engaging, Inventive Projects:*** student summer projects in Camp Invention provided a portfolio of evidence of their hands-on, minds-on work.
- ***Pre- and Post-Science Journal Writing Success:*** student sketches and written observations assessed by teachers via rubrics demonstrate student engagement/growth.
- ***Summer Math Institute growth and College Awareness:*** measured by pre- and post-assessments; students participated in college visits and in mentoring opportunities.
- ***Positive Student Feedback:*** feedback, such as students asking for even more opportunities to read and write.
- ***Bridge Opportunities with Elective Credits:*** students participating in Bridge opportunities earned elective credit to kick-off their HS experience.
- ***Teacher Survey Insights:*** teacher survey responses highlight successes and lessons learned.

# PUSD 2018 Summer Programs & 2017-18 Evening Program



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**Over 20% of PUSD Students were served, 8,365 Credits were earned, and great inventions were inspired in Summer Programs; and 2,630 Credits were earned through the 2017-18 Evening Program Courses; offered programs:**

- HS Credit/Credit Recovery Courses (HS, 5 weeks)
- PUENTE Program for incoming Freshman (HS, 5 weeks)
- Leadership Course (HS, 2 weeks)
- Biology Summer Bridge (HS, 5 weeks)
- Summer Math Institute – Math acceleration in coordination with Los Medanos College (JHS, 5 weeks)
- Camp Invention – STEAM, Invention, Hands-On with integrated language and writing development through journaling and online Imagine Learning activities. (Elem, JHS, 4 weeks)
- ESY – Special Education Summer Offerings (4 weeks)
- Evening Program for-Credit Courses (throughout the year)

# PUSD Summer 2018 & Evening Program 2017-18: Students Served

<b>Current &amp; Incoming HS Served:</b>	<b>1594</b>
Credit/Credit Recovery Courses	914
Biology Summer Bridge Program	34
Puente Program – Incoming 9 <sup>th</sup> Graders	96
Leadership Course	75
Evening Program 2017-18	450
Summer ESY – Special Education	25
<b>Current &amp; Incoming JHS Served:</b>	<b>440</b>
Summer Math Institute	192
Camp Invention	223
JHS ESY	25
<b>Elementary Served:</b>	<b>771</b>
Camp Invention	699
Elementary ESY	72
<b>Total PUSD Students Served:</b>	<b>2,805</b>
<b>Summer School:</b>	<b>2,355</b>
<b>Evening Program 2017-18</b>	<b>450</b>



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# What Courses Did Students Take in the Summer for Credit?

Course Title	Student Completions
Alg 1 P (accelerated)	20
Alg 2 P (accelerated)	58
Alg 2 P Fall	43
Alg 2 P Spring	59
Alg 1 P Fall	51
Alg 1 P Spring	79
Biology P Fall	140
Biology P Sprg	89
ChemistryP Fall	66
ChemistryP Sprg	74
CompGraphP	15
ELD 2	11
Eng 1P Fall	89
Eng 1P Spring	52
Eng 2P Fall	37
Eng 2P Spring	23
Eng 3P Fall	23
Eng 3P Spring	20
Geom 1P Fall	45
Geom 1P Spring	68
Geometry 1 P (accelerated)	113
US Hist P Fall	17
US Hist Spring	18
WrldHist P Fall	50
WrldHistP Sprg	52
<b>Grand Total</b>	<b>1312</b>



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# HS Summer Credit Course-Taking by Grade and Race/Ethnicity



Summer School Credit/Credit Recovery 9-12	9th		10th		11th		12th		Totals	
	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students
Latino	6	4	297	224	320	214	216	141	839	583
African American	3	3	94	70	91	61	79	52	267	186
Filipino	0	0	13	13	9	6	17	10	39	29
Asian	0	0	16	14	14	9	8	5	38	28
Pacific Islander	0	0	11	7	14	11	10	5	35	23
White	1	1	14	11	22	15	16	11	53	38
2+ Races	0	0	11	9	14	8	10	6	35	23
DTS	0	0	1	1	2	1	3	2	6	4
<b>Total</b>	<b>10</b>	<b>8</b>	<b>457</b>	<b>349</b>	<b>486</b>	<b>325</b>	<b>359</b>	<b>232</b>	<b>1312</b>	<b>914</b>



# HS Summer Credit Course-Taking by Grade and Program



Summer Course-Taking by Program (Courses/Students)	9th		10th		11th		12th		Totals	
	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students
English Learner	41	40	98	71	125	81	76	46	<b>340</b>	<b>238</b>
Socio-Economically Disadvantaged	9	7	386	290	405	271	268	179	<b>1068</b>	<b>747</b>
Students with Disabilities	2	1	54	36	79	47	47	29	<b>182</b>	<b>113</b>
Foster	0	0	2	1	7	4	4	3	<b>13</b>	<b>8</b>
Homeless	0	0	0	0	0	0	0	0	<b>0</b>	<b>0</b>

# PUSD Summer 2018: Biology Summer Bridge & Puente Programs



Grade and Race/Ethnicity	Biology Summer Bridge	Puente Program
<b>Totals</b>	<b>32</b>	<b>96</b>
<b>Rising 9th</b>	<b>32</b>	<b>96</b>
African American	7	4
Asian	2	0
Latino	23	86
Pacific Islander	0	1
Filipino	0	3
2+ Races	0	2

**Biology Summer Bridge Students Each Earned 10 Elective Credits**

**Puente Program Students Each Earned 5 Elective Credits**

# PUSD Summer 2018: HS Leadership Institute



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HS Leadership Institute by Ethnicity/Grade	8th	9th	10th	11th	Totals
Latino	4	14	12	14	<b>44</b>
African American	0	6	0	2	<b>8</b>
Filipino	0	2	0	2	<b>4</b>
Asian	0	4	1	7	<b>12</b>
Pacific Islander	0	0	1	2	<b>3</b>
White	0	1	0	2	<b>3</b>
2+ Races	0	1	0	0	<b>1</b>
Declined to Say	0	0	0	0	<b>0</b>
<b>Total</b>	<b>4</b>	<b>28</b>	<b>14</b>	<b>29</b>	<b>75</b>

HS Leadership Institute by Program	8th	9th	10th	11th	Totals
English Learner	1	3	0	0	<b>4</b>
Socio-Economically Disadvantaged	3	22	12	19	<b>56</b>
Students with Disabilities	0	0	1	0	<b>1</b>
Foster	0	0	0	0	<b>0</b>
Homeless	0	0	0	0	<b>0</b>

HS Leadership Institute by Gender	8th	9th	10th	11th	Totals
Female	4	24	8	17	<b>53</b>
Male	0	4	6	12	<b>22</b>
<b>Totals</b>	<b>4</b>	<b>28</b>	<b>14</b>	<b>29</b>	<b>75</b>

# What Courses Did Students Take in the Evening Program for Credit in 2017-18?

Alg 1 P	Alg 2 P	Am Gov P	AP Chemistry	AP Eng Lit	AP Engl Lang
69	43	3	1	1	1

Geometry 1 P	Math	Physics	Pre-Calculus	US Hist P	Wrld Hist P
24	2	2	12	9	51

AP Psychology	AP US Hist	AP World Hist	Biology P	Chemistry P
2	2	4	68	33

ELD 1	ELD 2	Eng 1 P	Eng 2 P	Eng 3 P	ERWC
21	10	50	53	57	8

Grand Total
526

# PUSD Evening Program Course-Taking 2017-18 by Grade & Race/Ethnicity



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Evening Program Course-Taking by Ethnicity/Grade (Courses/Students)	9th		10th		11th		12th		Totals	
	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students
Latino	66	60	64	54	107	88	89	72	326	274
African American	15	14	25	21	41	36	28	25	109	96
Filipino	1	1	1	1	12	11	7	6	21	19
Asian	3	3	1	1	6	6	6	3	16	13
Pacific Islander	3	3	1	1	5	4	2	2	11	10
White	9	9	9	8	8	7	4	2	30	26
2+ Races	1	1	2	2	4	3	4	4	11	10
Declined To State	0	0	1	1	1	1	0	0	2	2
<b>Totals</b>	<b>98</b>	<b>91</b>	<b>104</b>	<b>89</b>	<b>184</b>	<b>156</b>	<b>140</b>	<b>114</b>	<b>526</b>	<b>450</b>

# PUSD Evening Program Course-Taking 2017-18 by Programs



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Evening Program Course-Taking by Program (Courses/Students)	9th		10th		11th		12th		Totals	
	Courses	Students	Courses	Students	Courses	Students	Courses	Students	Courses	Students
English Learner	38	33	27	22	26	20	25	17	116	92
Socio-Economically Disadvantaged	91	85	79	68	134	115	114	90	418	358
Students with Disabilities	5	5	13	10	19	13	12	10	49	38
Foster	2	2	0	0	2	1	1	1	5	4
Homeless	1	1	1	1	2	2	3	1	7	5



# JHS Summer Camp Invention by Grade & Race/Ethnicity and by Program

JHS Camp Invention by Ethnicity/Grade (non-ESY)	6th	7th	8th	Totals
Latino	81	62	33	<b>176</b>
African American	13	11	5	<b>29</b>
Filipino	1	1		<b>2</b>
Asian	1	1	1	<b>3</b>
Pacific Islander	1	1	1	<b>3</b>
White	2	1	0	<b>3</b>
2+ Races	2	2	3	<b>7</b>
Declined to Say	0	0	0	<b>0</b>
<b>Total</b>	<b>101</b>	<b>79</b>	<b>43</b>	<b>223</b>

JHS Camp Invention by Program (non-ESY)	6th	7th	8th	Totals
English Learner	45	43	22	<b>110</b>
Socio-Economically Disadvantaged	85	71	38	<b>194</b>
Students with Disabilities	12	15	6	<b>33</b>
Foster	0	0	0	<b>0</b>
Homeless	0	0	0	<b>0</b>

# PUSD JHS Summer Math Institute 2018



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JHS Summer Math Institute by Ethnicity/Grade	6th	7th	Totals
Latino	68	60	<b>128</b>
African American	17	18	<b>35</b>
Filipino	5	6	<b>11</b>
Asian	5	3	<b>8</b>
Pacific Islander	1		<b>1</b>
Native American	3	3	<b>6</b>
White		2	<b>2</b>
2+ Races		2	<b>2</b>
Declined to Say	2	0	<b>2</b>
<b>Total</b>	<b>101</b>	<b>94</b>	<b>195</b>

JHS Summer Math Institute by Program	6th	7th	Totals
English Learner	18	16	<b>34</b>
Socio-Economically Disadvantaged	80	69	<b>149</b>
Students with Disabilities	3	4	<b>7</b>
Foster	0	0	<b>0</b>
Homeless	0	0	<b>0</b>

JHS Summer Math Institute by Gender	6th	7th	Totals
Female	58	54	<b>112</b>
Male	43	40	<b>83</b>
<b>Total</b>	<b>101</b>	<b>94</b>	<b>195</b>

**182 Students Who Attended the Final Day Received Certificates of Completion**





## Elementary Summer Camp Invention by Grade & Race/Ethnicity

Elementary Camp Invention by Ethnicity/Grade (non-ESY)	PS	K	1st	2nd	3rd	4th	5th	Totals
Latino	3	3	109	119	94	122	108	<b>558</b>
African American	1	0	7	10	10	11	8	<b>47</b>
Filipino	0	0	0	4	0	6	4	<b>14</b>
Asian	0	0	2	8	11	5	4	<b>30</b>
Pacific Islander	0	0	0	2	1	1	1	<b>5</b>
White	0	1	3	5	5	2	5	<b>21</b>
2+ Races	0	1	4	7	4	3	2	<b>21</b>
Declined to Say	1	0	1	0	0	1	0	<b>3</b>
<b>Total</b>	<b>5</b>	<b>5</b>	<b>126</b>	<b>155</b>	<b>125</b>	<b>151</b>	<b>132</b>	<b>699</b>



## Elementary Summer Camp Invention by Program

Elementary Camp Invention by Program (non-ESY)	PS	K	1st	2nd	3rd	4th	5th	Totals
English Learner	0	1	78	95	73	89	66	<b>402</b>
Socio-Economically Disadvantaged	0	2	109	146	114	135	123	<b>629</b>
Students with Disabilities	5	0	8	27	22	28	18	<b>108</b>
Foster	0	0	1	2	0	1	0	<b>4</b>
Homeless	0	0	0	0	0	0	0	<b>0</b>

# Program Highlight

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- **Camp Invention - 4 Weeks (Elem & JHS)**

- Children and Youth were introduced to processes of ***inventing***, and to the business of ***technology*** while having ***opportunities*** to learn through ***exploration***, with greatest gains made in mastering challenges as they presented themselves. (***real world*** applications, learning through doing, age-appropriate ***college/career readiness***).
- With an ***integrated summer reading*** program, 20 minutes reading from a ***novel of choice*** appropriate to student's reading level, every morning. Students read in groups so they could discuss as well. Students enjoyed reading, reported wanting to read more, and ***asked, on their own, to write*** about what they had read and discussed with peers.
- ***Science notebooks*** included sketches and observations and were viewed as a success by teachers.
- ***Evidence:*** attendance, student projects, pre- and post-writing samples, teacher survey