

FactSheet

March 2014

Joint publication of CSBA and Summer Matters

Summer Learning Programs: *Implications of the LCFF*

California's new Local Control Funding Formula (LCFF) for K-12 education, established by Assembly Bill 97 (2013), eliminates the separate categorical program funding for some supplemental instruction programs that could be offered through summer school. At the same time, it increases local flexibility for improving the achievement of all students while requiring districts, county offices of education and charter schools to engage in a comprehensive planning process to identify goals, specific actions and budgets aligned to achieve state and local priorities. Thus, the LCFF impacts how summer programs are funded and also creates new challenges and opportunities for the creation of summer programs that meet local needs.

Overview of the LCFF

Under the LCFF, local educational agencies (LEAs) receive a base grant and may also receive supplemental and concentration grants depending on their unduplicated counts of English learners, foster youth and students eligible for free and reduced-price meals.

To ensure accountability and transparency for the use of LCFF funding, AB 97 requires LEAs to develop a three-year Local Control and Accountability Plan (LCAP) by July 1, 2014 and to update it annually thereafter. The LCAP must address, at a minimum, the eight state priorities described in AB 97: Williams compliance (teacher qualifications, access to instructional materials and facilities in good repair), implementation of Common Core State Standards (CCSS), parent involvement, student achievement, student engagement, school climate, student access to the course of study, and student outcomes in those courses. Two additional state priorities for county offices of education include coordination of instruction for expelled students and coordination of services for foster youth.

Summer learning programs as a strategy for addressing state priorities

As the LCAP is being developed or updated, LEAs should consider how the provision of summer learning programs can be used to support achievement of the goals they

have identified for all students and for each numerically significant student subgroup (such as ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth) that are aligned with state priorities and any additional local priorities. For example, summer programs may assist LEAs in meeting goals related to the following state priorities:

- » **Student achievement.** High-quality summer programs have proven to be successful in reducing summer learning loss. Because summer learning loss has been found to be significantly higher among disadvantaged students and to be cumulative, increasing opportunities for summer learning can be an especially important strategy in addressing the needs of this target student group and helping to close the achievement gap. (For a discussion of research on summer learning loss and the positive impact of summer programs, see CSBA's policy brief *School's Out, Now What?: How Summer Programs Are Improving Student Learning and Wellness* and its *Summer Learning and Wellness Resource Guide*, available at www.csba.org/summerlearning.)
- » **Implementation of Common Core State Standards.** Summer learning programs can provide standards-aligned remediation and/or enrichment in core academic subjects. Summer programs can also provide specialized instruction and services to at-risk students to support their achievement of the CCSS and assist English learners in making progress toward the English language development standards. High-quality summer programs are often characterized by flexible schedules, flexible student groupings, project-based approaches and opportunities for collaboration, communication and creativity, all of which can promote new types of teaching and learning as required by the CCSS. (For further information, see the Summer Matters report *Putting Summer to Work: Getting a Head Start on the Common Core* at <http://summermatters2you.net/putting-summer-to-work>.)

- » **Student enrollment and outcomes in a broad course of study.** Summer programs can help at-risk students catch up on grade-level expectations or make progress in new subject matter through enrichment opportunities in science, technology, engineering and mathematics (STEM), physical activity, the arts and other subjects. Thus, students can be better prepared to enroll and succeed in a broad course of study that includes college preparatory courses.
- » **Student engagement.** Summer learning programs should not be viewed as a punishment for students who failed to make adequate progress during the school year. Rather, well-designed summer programs should blend academic and enrichment programs, be enjoyable and build excitement about learning. They should help motivate students to learn and build a sense of belonging to the school.
- » **School climate.** Summer programs provide a more flexible instructional approach and additional time for students and teachers to develop positive relationships that carry over into the school year. In addition, they often include cooperative student projects and activities that help build social skills and student friendships. Increased student motivation, engagement and confidence all contribute to a positive school climate.

Funding for summer programs

Prior to the establishment of the LCFF, some summer programs could be funded through state categorical programs for supplemental instruction. Education Code 37252-37253 authorized LEAs to offer supplemental instruction during the summer for students in grades 7-12 who are not making sufficient progress toward passing the high school exit examination, students in grades 2-9 who are retained or recommended for retention at their grade level, students in grades 2-6 who are at risk of retention, students in grades 2-6 who have a deficiency in math, reading or written expression, and students in grades K-12 who desire enrichment in core academic subjects. In addition, the Pupil Retention Block Grant allowed funding to be used for intensive reading or algebra programs, including summer programs. However, AB 97 re-directed funding for these programs into the LCFF.

At their discretion, LEAs can use the flexibility provided through the LCFF to continue to offer summer programs for these or other purposes. Any such use should be aligned with the goals in the LCAP and other applicable school or LEA plans.

Most LEAs use blended funding to support summer programs. In addition to LCFF funds, summer programs may be supported by Title I Part A funding, Title I Part C migrant education funding, After School Education and Safety Program supplemental funds, 21st Century Community Learning

Center supplemental funds, and grants from private and educational foundations.

Resources

California School Boards Association

www.csba.org

Sample board policies and administrative regulations: BP 6177 - Summer Learning Programs, BP 3552 - Summer Meal Program and BP/AR 0460 - Local Control and Accountability Plan

Summer Learning Survey Examines District Practices, Plans and Perceptions, Fact Sheet, February 2014

Summer Learning and Wellness Resource Guide, September 2013

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

Local Control Funding Formula resources, including the *LCFF Toolkit* at www.csba.org/LCFF

Summer Matters (a Partnership for Children and Youth initiative)

www.summermatters2you.net

Leveraging Summer for Student Success: A Guide to Help School Leaders Understand Why and How Summer Learning is an Essential Strategy in the Local Control Funding Formula

Putting Summer to Work (November 2013), including "Issue 1: Getting A Head Start on the Common Core" and "Issue 2: Teaching Kids How to Succeed in School"

This fact sheet was supported by a grant from the David and Lucile Packard Foundation.

