**A New Approach to Summer School: Integrated Arts, Science, and ELD**

**Strong Partnerships** PYLUSD, California State University, Fullerton Center for Creativity, Segerstrom Hall, SchoolsFirst Credit Union.

**Instructional Approach** Hook students’ interest. Capture students’ questions. Apply learning to new settings. Provide experiences to answer questions and build ideas. Tap into students’ creativity. Develop language skills through arts and science.

**Co-teachers** CSUF students having recently completed their teaching credential requirements were assigned to work collaboratively with PYLUSD teachers. They participated in all aspects of camp including the professional development.

**AVID Students** High school students served as teacher’s assistants and role models for campers.

**Learning Journals** A powerful 21st century learning tool that integrated all curricular aspects, facilitated creativity and innovation, and fostered collaboration and language use. Students took with them a permanent collection of works from which to build.

**Aquarium of the Pacific field trip** Students applied their learning and had the chance to observe sea life.

**Professional Development Design**

- Before - Three days of professional development
- During - Ongoing support and coaching for teachers
- After - Lasting effect and shift in mindset

**Professional Development Content**

**Science**
- Studying diversity of ocean life forms and ocean ecosystems
- Performance expectations
- Disciplinary core ideas
- Cross-cutting concepts
- Science and engineering practices

**Arts**
- Artist trading cards
- Bleeding tissue paper
- Guided drawing
- Dance specialist from Segerstrom Center for Performing Arts

**Integrated ELD**
- Language objectives
- Sentence frames
- Academic discourse
- Academic vocabulary
- Spoken to written language continuum

**Positive Behavioral Interventions & Supports**
- SEA standards: Safety, Enthusiasm, Attitude of Respect

**Five Principles for Engaging Students of Poverty**

1. Build relationships
2. Understand and control stress
3. Develop a growth mindset
4. Build executive function
5. Boost engagement

**Learning Products and Experiences**

Building a model of a marine biome (shore) and a volcano
Research projects using print resources and Chromebooks culminating in video productions
Engineering: Designing a sea vessel to do a specified job
Ocean murals with life forms
Dance performance
Field trip observations at the Aquarium of the Pacific
### Campers
- Grades 3-5
- English learners at Intermediate, Early Advanced or Advanced levels on CELDT (85)
- Reclassified students (40)
- Foster and homeless youth (17)

### Results

![CELDT Growth Chart](chart.png)

- Already EA: 14
- No growth or drop: 5
- Growth SS: 3
- 1 level growth: 2
- 2 levels growth: 4

### Next Steps – Summer 2016
- Expansion to three sites; 450 students; 12 days
- Rain Forest Safari

### Summer Camp Press

**EdSource:**

**Annenberg Institute for School Reform:**
http://annenberginstitute.org/DND/081715.html

**National Center for Literacy Education:**
http://www2.smartbrief.com/servlet/encodeServlet?issueid=98B2FA19-34D4-4A79-9932-E595957A16D6&sid=c874b5c0-15e6-4141-95db-e73cec9af279

### References & Resources