**Abstract: Evaluating and Replicating the San Francisco Unified School District's (SFUSD) Summer Academy for Integrated Language Learning (SAILL) Program**

SFUSD's five-week SAILL program integrates English into rigorous content using collaborative learning with heterogeneous groups of Newcomer ELs. Students improve English skills while learning Computer Science through Bootstrap embedded into Algebra or Physics. When ELs learn English through content, particularly in job-related fields, they are more likely to stay in school. Beyond student outcomes, the program embeds a powerful professional learning opportunity for teachers.

This Early Phase grant meets Absolute Priorities 1 & 3 with Competitive Priority for CS. Over five years, the project will serve 2,000 Newcomers in grades 10-12 directly through summer programming and 11,000 ELs in grades 6-12 indirectly as teachers return to their home schools with the learning model as part of their instructional repertoire.

The program uses WWC evidence-based strategies: 1-integrates oral and written English language instruction into content-area teaching; and 2-regularly scheduled peer-assisted learning opportunities. Our goal is to validate the gains of SAILL using a WWC standard evaluation, and to replicate the program, using the Improvement Science process. The evaluation, conducted by our external evaluation partner, Rockman et al, will include an implementation study and an impact study that tests student outcomes.

The impact study will use a quasi-experimental design with a matched comparison group to test the intervention effects on teacher and newcomer EL students. We will investigate ELs' growth in reading level, EL Proficiency, ELA and math achievement, GPA, access to math and science courses, On-Track Status and graduation rates. We will also track enrollment in pre-CS or CS courses in SFUSD or CCSF after SAILL participation. For teacher outcomes, we will investigate the impact of taking a class with a SAILL teacher on school year ELs outcomes on assessments of: EL Proficiency, ELA and Math achievement and GPA; and the impact of SAILL participation on teachers' knowledge, skills, and confidence about implementation of promising EL instructional practices.

Special project features include simplicity of model for replication by other districts and students with CS while they learn foundational math & physics.