



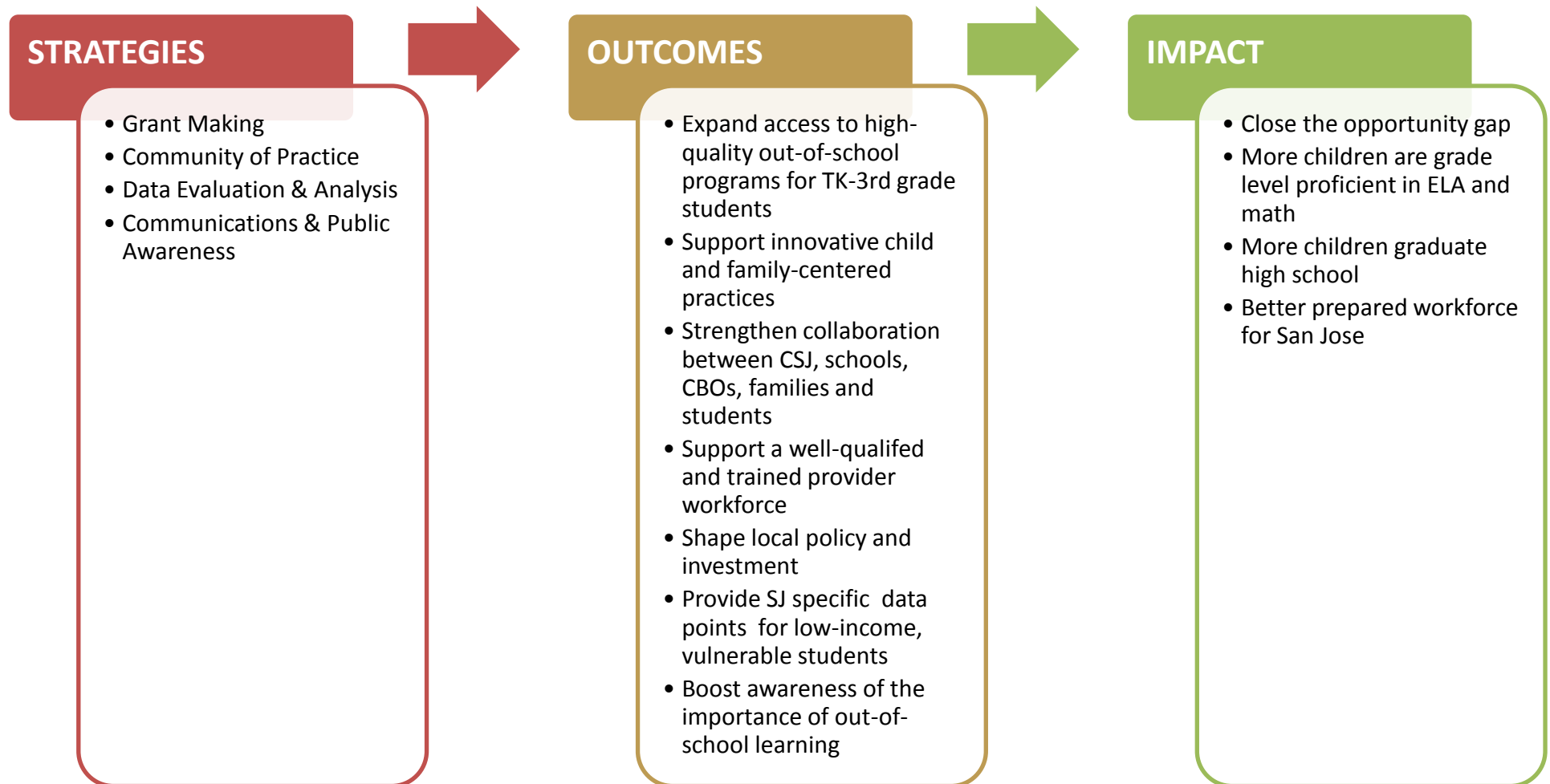
## **Attachment A**

### Advisory Committee Members

- Amar Vedi: San José Public Library Foundation
- Ann Grabowski: San José Public Library
- Anne Raimondi: San José Public Library Foundation
- Anthony Rodriguez: San José Public Library Foundation
- Dr. Dawn Coppin: Executive Director, San José Public Library Foundation
- Derrick Seaver: San José Public Library Foundation
- Dana Bunnett: Director, Kids In Common
- Mara Wold: Program Coordinator II, Expanded Learning, Monterey County Office of Education
- Mary Ann Dewan: Santa Clara County Superintendent of Schools
- Tamara Alvarado: Executive Director, Shortino Foundation
- Lauren Hancock: FUSE Fellow
- Vidya Kilambi: San José Public Library

**Vision:** All students in San José are college, career, and life ready.

**Problem Statement:** There is a substantial opportunity gap for low-income students in San José: approximately 39 percentage point difference in ELA; and approximately 43 percentage point difference in math in comparison to their wealthier peers<sup>1</sup>. SJ Learns will support low-income families of San José by developing innovative and ongoing opportunities that strengthen pathways beyond the school day for young students to thrive.



<sup>1</sup> Santa Clara County Office of Education, News Release. "Annual CAASPP results show steady performance for Santa Clara County students; SCCOE working toward closing the achievement gap." (9/27/2017).



### **Environmental Context:**

English Language Learners, racial inequity, violence, trauma, lack of high-quality preschool experiences, poverty, housing crisis, political context, staff shortage, student retention, federal out-of-school-time funding is inadequate.

### **Beliefs & Assumptions:**

Child-centered and needs driven programs outside the school day are critical opportunities for skill building and sources of support and growth for SJ students and their families.

Meaningful, purposeful, and intentional technology and family engagement experiences will increase academic success.

When adults in a child's life come together to provide a safe and protected space where we support a child's learning, a child will make improvements.

Creating a strong, vision-focused community of government, community organizations, and schools will increase impact.

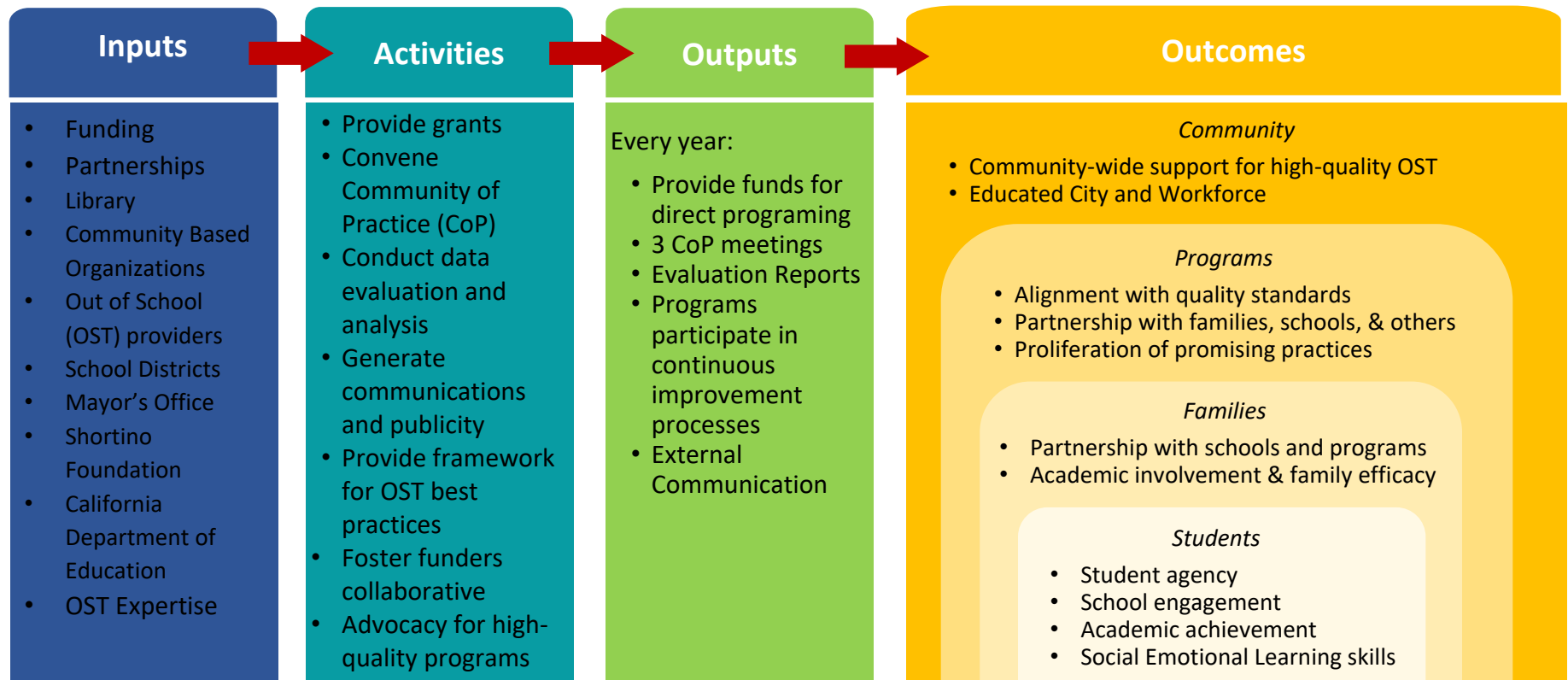
We can create change by replicating best practices, learning from national models and developing a 21st Century 'city as a classroom'.



## Attachment C Logic Model



**Problem Statement:** There is a substantial opportunity gap for low-income students in San José: approximately 39 percentage point difference in ELA and approximately 43 percentage point difference in math in comparison to their wealthier peers. SJ Learns will support low-income families of San José by developing innovative and ongoing opportunities that strengthen pathways beyond the school day for young students to thrive.



**Vision: All students in San Jose are college, career, and life ready.**

## Outcomes

	Short-Term (0-2 years)	Mid-Term (3-5 years)	Long-Term (5+ years)
<b>Student Agency</b>	<ul style="list-style-type: none"> <li>Have agency over their learning</li> </ul>		<ul style="list-style-type: none"> <li>Identify as life-long learners</li> </ul>
<b>School Engagement</b>	<ul style="list-style-type: none"> <li>Feel engaged in school</li> <li>Have positive relationships with adults</li> </ul>		<ul style="list-style-type: none"> <li>Graduate from high school</li> </ul>
<b>Academic Achievement</b>	<ul style="list-style-type: none"> <li>Demonstrate interest in math and reading</li> <li>Achieve gains in math/reading</li> </ul>	<ul style="list-style-type: none"> <li>Have positive attitudes about reading and math</li> </ul>	<ul style="list-style-type: none"> <li>Are ready for college and career</li> <li>Attain economic stability</li> </ul>
<b>SEL Skills</b>	<ul style="list-style-type: none"> <li>Demonstrate strong Social Emotional Learning skills</li> </ul>		<ul style="list-style-type: none"> <li>Demonstrate the 6Cs-collaboration, critical thinking, communication, creativity, culture, connectivity.</li> </ul>
<b>School &amp; Community Partnership</b>	<ul style="list-style-type: none"> <li>Feel safe at schools</li> <li>Feel supported by school and programs</li> <li>Access community resources</li> </ul>	<ul style="list-style-type: none"> <li>Trust OST programs and schools</li> </ul>	<ul style="list-style-type: none"> <li>Families are part of their community</li> </ul>
<b>Academic Involvement/ Efficacy</b>	<ul style="list-style-type: none"> <li>Participate in their child's education</li> <li>Know how to support their child's learning</li> </ul>	<ul style="list-style-type: none"> <li>Have agency over their child's education</li> </ul>	<ul style="list-style-type: none"> <li>Support a college and career mindset</li> </ul>
<b>Alignment with Quality Standards for Expanded Learning</b>	<ul style="list-style-type: none"> <li>Programs understand quality standards for expanded learning</li> </ul>	<ul style="list-style-type: none"> <li>Programs use shared tools and measurements</li> <li>Programming aligns with quality standards</li> <li>Programs demonstrate an integrated approach to math and literacy</li> </ul>	<ul style="list-style-type: none"> <li>The QA process is fully implemented and part of the mindset of programs</li> </ul>
<b>Partnerships</b>	<ul style="list-style-type: none"> <li>Partners and schools share ideas, resources, and data</li> <li>Students/families have voice in program implementation</li> </ul>	<ul style="list-style-type: none"> <li>Districts, schools, and programs have a shared vision, sets of goals, and strategy.</li> <li>Programs involve families and students in planning, design, and evaluation.</li> <li>More partners participate in programming</li> </ul>	
<b>Promising Practices</b>	<ul style="list-style-type: none"> <li>Programs identify promising practices</li> <li>Technology is used to improve communication and learning</li> </ul>	<ul style="list-style-type: none"> <li>Programs share and implement promising practices</li> </ul>	
<b>Support for OST</b>	<ul style="list-style-type: none"> <li>There is an increased interest in funding and collaboration in OST programming.</li> </ul>	<ul style="list-style-type: none"> <li>Community members understand the value of OST.</li> <li>There is higher demand for high-quality OST among families and advocates.</li> </ul>	<ul style="list-style-type: none"> <li>OST funding meets demand</li> <li>All students having access to high-quality OST is an expectation</li> <li>San José develops an OST Collaborative</li> </ul>
<b>Educated City</b>	<ul style="list-style-type: none"> <li>Program Providers and School Districts are providing work experience and professional development to staff</li> </ul>	<ul style="list-style-type: none"> <li>More third graders reading at grade level</li> <li>Because more kids are connected to learning, school environments improve.</li> </ul>	<ul style="list-style-type: none"> <li>Third graders read at grade level</li> <li>Higher HS graduation rate</li> <li>Community has thriving workforce</li> </ul>

**Attachment D****2018-2019 Grant Award Fact Sheet**

\*Grant Cycle evaluated by SPRA Fall 2019\*

<b>Grantee</b>	<b>Name of Schools</b>	<b>Program Operator</b>	<b>Total # of children (projected to be) served in Summer of 2018</b>	<b>Total # of children (projected to be) served in School Year 2018-2019</b>	<b>Grant Description</b>	<b>Grant Purpose</b>
Alum Rock Union Elementary School District	4 to be selected by ARUSD from Adelanto Dual Language Academy, Hubbard, Linda Vista, McCollam, McEntree/Russo, and Painter	Think Together	0	240	Support 4 Alum Rock Think Together Kg Academies in the 2018-19 school year. They will provide extended Learning Programs serving a total of 240 students each year	To improve foundational reading and math skills leading to 3rd grade proficiency. (engage in daily interventions to improve English Fluency, Comprehension, Math automaticity to reach grade level standards)
Campbell Union School District	Blackford Elementary, Lynhaven Elementary, Sherman Oaks, and Rosemary Elementary	N/A	115	400	ACHIEVE Summer learning at 2 schools and Learning Express at 4 schools during the 18-19 school year	To improve English language and Math skills leading to 3rd grade proficiency

Grantee	Name of Schools	Program Operator	Total number of children (to be) served in Summer of 2018	Total number of children (to be) served in School Year 2018-2019	Grant Description	Grant Purpose
Evergreen Elementary School District	Holly Oak Elementary School	YMCA of Silicon Valley	100	42	Provide PBL to 100 K-3rd graders in summer 2018 and to provide afterschool programming for approx 42 low-income students at Holly Oak Elem School in the 2018-19 school year.	To improve English language and Math skills leading to 3rd grade proficiency
Moreland Elementary School District	Leroy Anderson Elementary School	YMCA of Silicon Valley		80	Extended learning time at Leroy Anderson Elementary School in 2018-19 school year	To improve English language and Math skills leading to 3rd grade proficiency
Mount Pleasant Elementary School District	At one school selected by MPESD	Bay Area Tutor Association		80	Extended learning time and targeted instruction for 1st-3rd graders at 1 school in the 2018-19 school year	To improve English language and Math skills leading to 3rd grade proficiency
Rocketship Public Schools	Mateo Sheedy	YMCA of Silicon Valley	48	0	PBL program over 6 weeks in summer of 2018 for approx 48 elementary school students who are below grade level in literacy	To mitigate summer learning loss for 1st to 3rd grade students from low-income families. Increase academic achievement by bridging the opportunity gap during the summer months

### SJ Learns Summer 2019 and Summer 2020

Grantee/ Partner	Alum Rock SD/ Springboard Collaborative	Campbell Union School District	Franklin McKinley SD/ Catholic Charities	Rocketship/ YMCA (2019 only)	Totals
Schools Served	Cureton Chavez Ryan Hubbard	Blackford Rosemary	Jason Dahl Kennedy McKinley Santee	Alma	<b>11 Schools</b>
Projected Enrollment	240 (2019) 240 (2020)	70 (2019) 70 (2020)	30 (2019) 30 (2020)	64 (2019)	<b>404 (2019) 340 (2020)</b>
Grades	K-3	1-3	K-3	TK-3	
Summer Program Hours	100 (per year)	156 (per year)	120 (per year)	270 (for 2019)	<b>646 (2019) 376 (2020)</b>

### SJ Learns Academic Year 2019-2020 and 2020-2021

Grantee/ Partner	Alum Rock SD/ Springboard Collaborative and Think Together	Campbell Union School District	Franklin McKinley SD/ Catholic Charities	Rocketship/ YMCA (2019-2020 only)	Totals
Schools Served	Hubbard Painter Russo-McEntee	Blackford Rosemary Lynhaven Sherman Oaks	Jason Dahl Kennedy McKinley Santee	Alma	<b>12 Schools</b>
Projected Enrollment	720 (2019) 720 (2020)	640 (2019) 640 (2020)	240 (2019) 240 (2020)	40 (2019)	<b>1,640 (2019) 1,600 (2020)</b>
Grades	Kindergarten	K-3	TK-3	TK-3	



# San José Learns Final Report Executive Summary

November 2019

The San José Learns Initiative (SJ Learns) aims to bolster academic achievement by expanding promising and innovative expanded learning programs for San José students in kindergarten through third grade. In FY2018-2019, six school districts received SJ Learns grants, funding expanded learning programs at 12 schools in the summer of 2018 and the 2018-2019 school year. This Final Report draws on interviews with key stakeholders and SJ Learns grantees, individual-level student data, and observations of the SJ Learns Community of Practice to describe the initiative's progress over the past year.

## Key San José Learns Outcomes

- Nearly three-quarters of students engaged in summer learning either maintained or gained academic skills, and nearly 90 percent of students who attended school-year programming gained academic skills.
- By funding expanded learning opportunities for 652 students in 12 high-need schools throughout the city, the SJ Learns grants help fill a critical community need.
- Participating in SJ Learns encouraged grantees to develop new ways of utilizing technology, forge new partnerships and deepen existing ones, and experiment with new staffing models, such as hiring credentialed teachers and paraprofessional staff to co-facilitate summer learning programs. Notably, school districts and program providers deepened their partnerships as a result of SJ Learns.
- A shared community of practice including districts, community-based partners, and two local funders has formed to align the community around a commitment to quality standards and shared measurement tools.

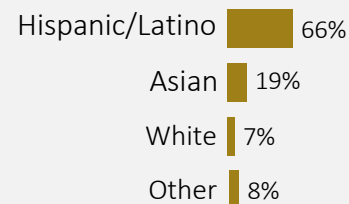
<sup>1</sup> One program also served and collected data for 4<sup>th</sup> and 5<sup>th</sup> graders (36 students), which is excluded from this graph.

## Overview of Students

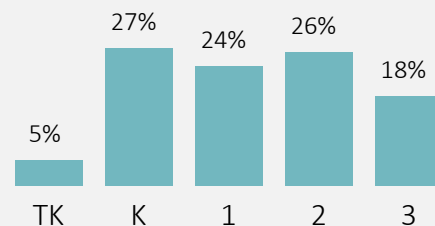
**652** Children Served

**52%** English Learners

### Race/Ethnicity



### Grade Level<sup>1</sup>



### Average Daily Attendance

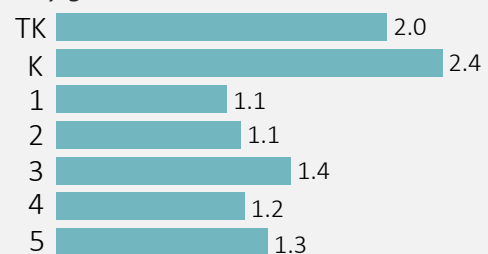
Summer: **5.4** hours/day

By grade



School year: **2** hours/day

By grade



# San José Learns Final Report Executive Summary

November 2019

## Considerations for the Future

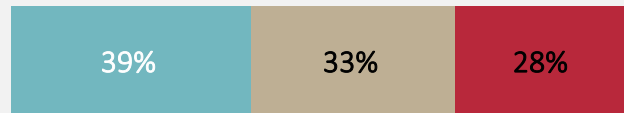
- Given the variation in strengths and needs across funded programs, SJ Learns staff may consider tailoring its supports accordingly. In addition, SJPLF should consider the tradeoffs in expanding access to high-quality programs versus supporting quality of programs that are still developing. Particularly for those programs that are still developing, continuity in funding is important to provide programs the time and support needed to mature.
- SJ Learns stakeholders should consider the long-term vision for sustaining and expanding programs and consider the City of San Jose's role in building an educational career pipeline.
- The San Jose Public Library Foundation should continue to pursue high-quality data with comparison groups to better ascertain how effectively programs are helping students.
- Lastly, SJ Learns should continue to leverage its new logic model to guide decision making and ensure activities are aligned to desired outcomes.

## Academic Growth

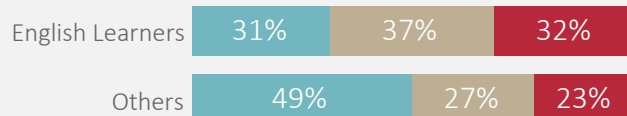
■ Showed Growth  
■ No Change  
■ Loss

### Summer Participants

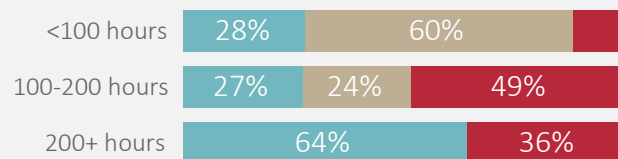
**72% of students avoided the "summer slide."** Their scores on literacy assessments either increased or remained the same over the course of the summer.



#### By English Proficiency

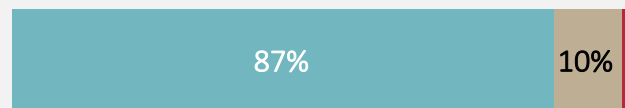


#### By Hours in Program

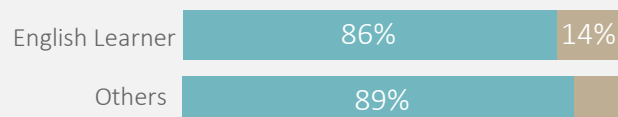


### School-Year Participants

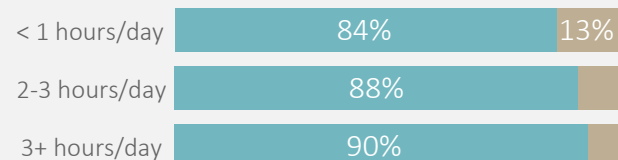
**87% of students demonstrated growth.** Their scores increased over the course of the year.



#### By English Proficiency



#### By Hours in Program





## **Attachment G: Community of Practice Participants**

### After school Program Providers

Bay Area Tutoring Association

Boys and Girls Club of Silicon Valley

Catholic Charities of Santa Clara County

Sacred Heart

Springboard Collaborative

Think Together

Third Street Community Center

YMCA of Silicon Valley

### School Districts

Alum Rock Union Elementary School District

Campbell Union School District

Franklin-McKinley School District

Rocketship Public Schools



## **Attachment H**

### **SJ Learns 2019-2020 Workplan**

#### *SJ Learns Advisory Committee*

- Four Advisory Committee meetings (August, September, October, and January);
- Grantee site visits (November 2019);
- Review grant applications for 2020 - 2021 (December 2019 - January 2020); and,
- Announce grant awards for 2020 - 2021 (February 2020).

#### *Implement SJ Learns 3.0 Grant Award*

- Provide funding and support for 1704 students across 4 districts at 12 schools with 4 program providers in 2019 - 2021; and,
- Grant Opportunity 2020: Create a plan for the remaining \$450,000 available for the 2020-21 grant making cycle.

#### *Citywide Expanded Learning Collaborative Network and Community of Practice*

- Convene Community of Practice 3 - 4 times with focus on continuous quality improvement aligned to the Quality Standards for Expanded Learning in California; and,
- Targeted outreach to SJ Learns students, families, and providers with Library and City resources through Family Nights (October and November 2019).

#### *Reporting*

- Prepare longitudinal study of school districts or program providers that have received funding since 2015; and,
- Assess reports from SCCOE DataZone regarding program impact to academic performance.