

San José Learns 3.0 FY19-20 Final Report Executive Summary

September 2020

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, particularly those from low-income families. In FY2019-2020, four school districts received SJ Learns grants, funding expanded learning programs at 13 schools in the summer of 2019 and the 2019-2020 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 Outcomes:

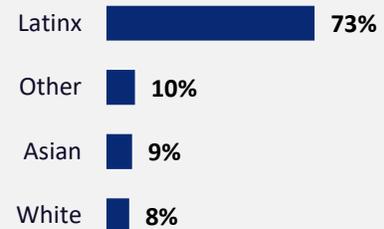
- By funding expanded learning opportunities for **883 students in 13 elementary schools in under resourced neighborhoods**, the SJ Learns grants help fill a critical community need.
- Student assessments show that **70 percent of students** who were engaged in summer learning either maintained or gained academic skills, and **80 percent of students** attending school year programming gained academic skills between the start of the year and their final assessment before the shelter-in-place order (March 2020).
- School districts and program partners found **new ways to partner in support of students and families** when established in- and out-of-school practices had to fundamentally change under shelter-in-place. These partnerships allowed schools to more quickly connect families to needed services, technology, and guidance around distance learning.

Overview of 2019-2020 Students

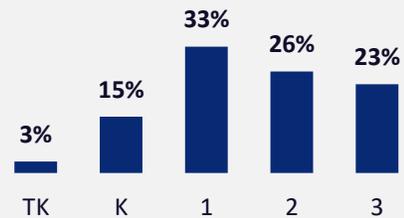
883 Students Served

54% English Learners

Race/Ethnicity



2019-2020 Grade Level

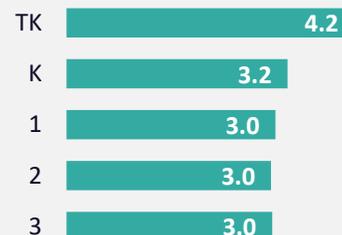


Average Daily Dosage

Summer: **4.6** hours/day



School Year: **3.0** hours/day



- A **shared community of practice (CoP)** including districts, community-based partners, and two local funders provided a vehicle for deepening alignment with the expanded learning quality standards, sourcing ideas to enhance the pipeline of expanded learning instructors and teachers, and sharing promising practices and tips to support learning and social-emotional wellness in a distance learning environment.

Considerations for the Future:

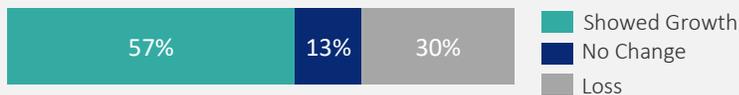
- **Consider how reporting requirements can strengthen, or hamper, student support over the next year of the grantee cycle.** The traditional metrics that the city of San José and SJPLF have used to assess academic achievement and engagement in expanded learning programming may not be feasible while schools engage in distance learning. We recommend prioritizing continuous improvement and learning over accountability.
- **Maximize the power of the CoP as a vehicle for peer learning.** Options include holding optional post-meeting breakouts or virtual meet-ups focused on specific areas of interest.
- **Continue to allow flexibility in funding to allow programs to support school-day learning and basic needs as necessary.** Grantees will decide on a case-by-case basis if student learning is better supported by integrating expanded learning staff in school-day activities or opportunities that complement in-school instruction.
- **Consider drawing on city resources, such as library staff, to support technological literacy in the community during distance learning.**

Academic Growth of 2019-2020 SJ Learns Participants

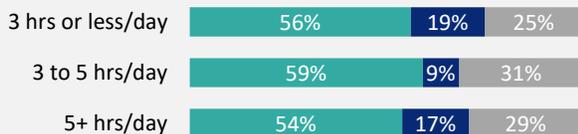
2019 Summer

70% of summer participants avoided the “summer slide.”

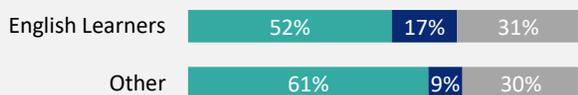
Literacy assessment scores increased or remained the same over the summer of 2020.



By hours in program



By English proficiency



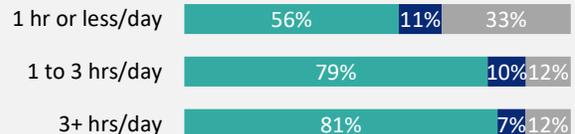
2019-2020 School Year

80% of school year participants demonstrated growth.

Literacy assessment scores increased from August 2019 through March 2020.



By hours in program



By English proficiency



Academic growth is defined as showing any improvement from baseline to final score on literacy assessments. No change is defined as maintaining the same score from baseline to final, and loss is defined as showing a decrease in score from baseline to final.