

San José Learns 3.0 Annual Report

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Executive Summary

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:

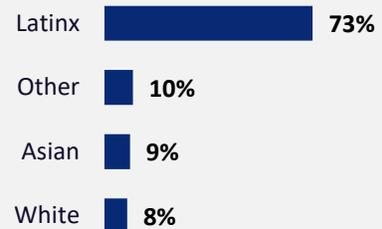
- By funding expanded learning opportunities for **883 students in 13 elementary schools in under resourced neighborhoods**, the SJ Learns grants help fill a critical community need.
- Student assessments show that **70 percent of students** who were engaged in summer learning either maintained or gained 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.
- 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

Overview of 2019-2020 Students

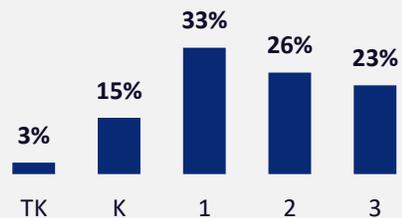
883 Students Served

54% English Learners

Race/Ethnicity



2019-2020 Grade Level

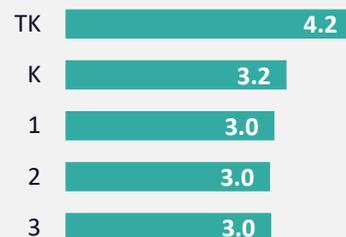


Average Daily Dosage

Summer: **4.6** hours/day



School Year: **3.0** hours/day



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:

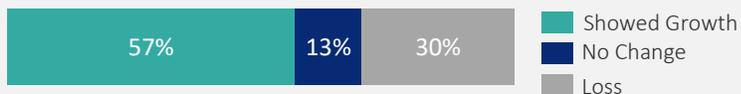
- **Consider how reporting requirements can strengthen, or hamper, student support over the next year of the grantee cycle.** The traditional metrics that the city of San José and SJPLF have used to assess academic achievement and engagement in expanded learning programming may not be feasible while 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

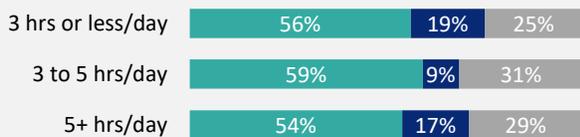
2019 Summer

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

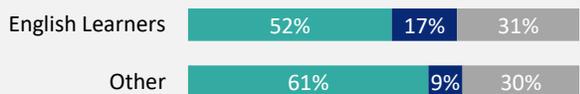
Literacy assessment scores increased or remained the same over the summer of 2020.



By hours in program



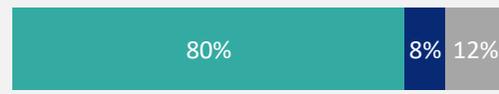
By English proficiency



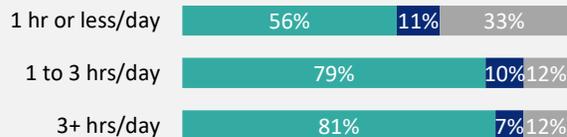
2019-2020 School Year

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.

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Introduction

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. San José Mayor Sam Liccardo launched the initiative in 2015 under the city’s cradle-to-career education and workforce strategy to help narrow and close the income-based achievement gap in San José’s 19 school districts. Since its inception, the initiative has been guided by a Working Group and Advisory Committee comprised of experts and stakeholders in the Out of School Time (OST) field, representing public, non-profit, and community-based organizations (CBOs).

The initiative itself is a grant program for San José school districts to expand and enhance afterschool and summer expanded learning programming for students from low-income families, with services provided directly by the district or in partnership with a program provider. The first round of funding launched in 2015 and was managed by the Silicon Valley Community Foundation. In 2018, the City of San José selected the San José Public Library Foundation (SJPLF) to oversee the SJ Learns grant moving forward. This decision was part of a larger effort to establish the Library as the lead agency in the city’s education investments in the areas of early childhood education, post-secondary success, digital literacy, and OST programs.

The full vision for SJ Learns is captured in the updated Theory of Change in **Appendix A**. Since September 2018, SJPLF has partnered with Social Policy Research Associates (SPR) to evaluate the SJ Learns Initiative. SPR worked with the San José Learns Advisory Committee in July 2019 to develop a logic model that details the intended short-, medium-, and long-term outcomes of the initiative at four levels of impact: students, families, programs, and the community. **Appendix B** includes the Logic Model.

The third round of SJ Learns funding (S J Learns 3.0) was awarded to four school districts to bolster expanded learning programs for the summer of 2019 and the 2019-2020 school year in partnership with four different program providers.¹

SJ Learns 3.0 Grantee Districts



Alum Rock Union
Elementary School District



Campbell Union School
District



Franklin-McKinley School
District



Rocketship Public Schools

¹ The districts included three public school districts and one charter management organization (Rocketship). Providers include Catholic Charities of Santa Clara County (Franklin-McKinley), Springboard Collaborative (Alum Rock), Think Together (Alum Rock), and the YMCA of Silicon Valley (Rocketship).

This end-of-year report is divided into five sections that describe the SJ Learns 3.0 experience for student participants and grantee programs from Summer 2019 through June 2020.



Section 1 highlights the four grantees funded by SJ Learns 3.0, outlines their approach to student enrichment and family engagement, and describes how grantees and expanded learning providers shifted their partnership when schools moved to distance learning in March 2020.



Section 2 provides an overview of SJ Learns 3.0 participants and their participation in SJ Learns programming.



Sections 3 investigates student-level outcomes by describing how SJ Learns programs supports the outcomes identified in the logic model, as well as how SJPLF supports progress toward these outcomes.



Section 4 investigates family-level outcomes by describing how SJ Learns programs supports the outcomes identified in the logic model, as well as how SJPLF supports progress toward these outcomes.



Section 5 investigates program-level outcomes by describing how SJ Learns programs supports the outcomes identified in the logic model, as well as how SJPLF supports progress toward these outcomes.

The report concludes with a summary of findings and recommendations for the continual support of expanded learning programs.

It should be noted that the shelter-in-place order that began on March 16, 2020 due to the continuing Covid-19 pandemic shifted both how programs delivered expanded learning services as well as the course of the evaluation. Prior to shelter-in-place, SPR's plan for spring data collection included on-site observations, interviews, and focus groups. Due to the shelter-in-place order, we shifted to phone interviews and were only able to observe one program. In addition, programs and districts cancelled end-of-year literacy assessments and most programs stopped tracking attendance in expanded learning programming. As a result, grantees provided assessment and attendance data from August 2019 through March 13, 2020.

Data Sources

This report draws on both quantitative and qualitative data to describe participants and programs, as well as assess progress toward key SJ Learns goals, as summarized in **Exhibit 1**. These data provide information about the individual programs as well as SJ Learns' progress overall.²

Exhibit 1: Data Sources

Document Review



SPR reviewed SJ Learns grant applications, interim and year-end grant reports, documents related to Continuous Quality Improvement plans, and family surveys.

Administrative Data



N = 883

SPR analyzed trends in student demographic and literacy assessment data submitted by programs in January and July 2020. Because of the shelter-in-place order, districts only provided literacy assessments and attendance data that occurred prior to the shift to distance learning that occurred in March 2020.

Community of Practice Observations



2 Meetings

SPR staff attended the Community of Practice (CoP) meeting in October 2019 and March 2020 to document how these meetings supported the broader goals of the Initiative. The CoP, jointly facilitated with the Shortino Foundation, is a venue for sharing best practices and resources, deepening collaboration, and aligning around a common understanding of program quality and shared outcomes of interest.

Interviews with Key Stakeholders



Round 1:

N= 23

Round 2:

N= 23

SPR conducted two rounds of interviews to inform this report.

- 1) In fall 2019 and winter 2020, SPR conducted telephone interviews with staff from the four school districts/charter management organizations and their program providers. These interviews focused on **program-level outcomes** of the SJ Learns initiative and the use of **quality assessment tools and family surveys** for continuous quality improvement.
- 2) Between May and July 2020, SPR conducted interviews with district and program staff, as well as interviews with two teachers, four principals, and four parents of afterschool participants. These interviews focused on **student and family outcomes**, as well as **programs' approaches during distance learning**.

See **Appendix C** for a full list of interviewees.

² Note that throughout the report, quotes from interviewees have been edited for brevity and clarity.

I: Grantees and Programs



In this section, we provide an overview of the districts, schools, and CBO partners participating in San José Learns 3.0; program activities; and shifts in programming in response to the closing of schools after the COVID-19 shelter-in-place order.

Description of Grantees

During FY2019-2020, four school districts received SJ Learns grants, funding summer and school year expanded learning programs at 13 schools. **Exhibit 2** summarizes each grantee district.

Exhibit 2: 2019-2020 SJ Learns Grantees

	 Alum Rock	 Campbell	 Franklin-McKinley	 Rocketship
Budget³	\$600,000	\$260,712	\$700,000	\$140,758
# of Schools	4	4	4	1
# of Students⁴	263 ⁵	335	202	83
Grades served	TK-3	K-3	K-3	K-3
Primary CBO Partner	Think Together <i>(Afterschool)</i> Springboard Collaborative <i>(Summer)</i>	N/A <i>(District provides services)</i>	Catholic Charities of Silicon Valley	YMCA of Silicon Valley

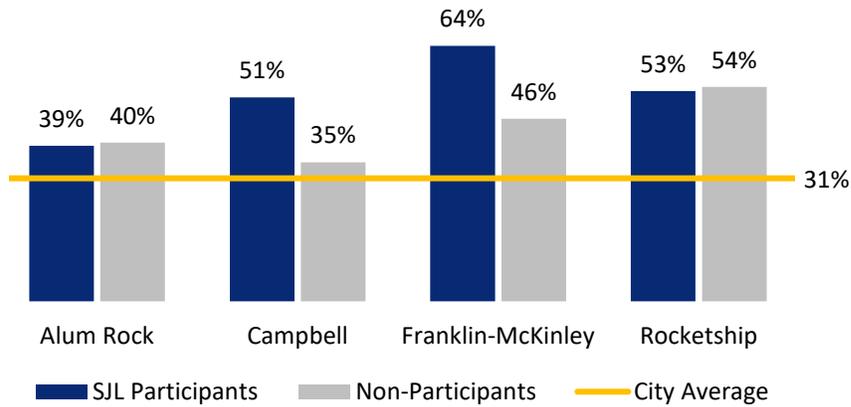
Driven by a desire to close the income-based achievement gap in San José, SJ Learns funds expanded learning at schools in neighborhoods with a high proportion of low-income families and English Learners (ELs). The 13 schools that received SJ Learns funding in south and east San José (**Exhibit 3**)

³ Budget as reported in programs' final financial report, submitted to SJPLF in July 2020.

⁴ As reflected by the number of students whose attendance was tracked by programs to SJPLF in July 2020.

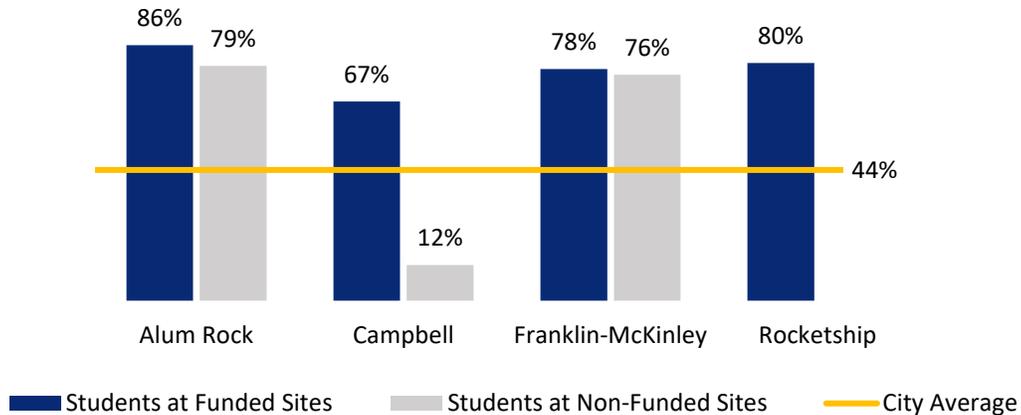
⁵ Some Alum Rock program data did not include unique student identifiers that could be matched across summer and school year programs, so it is possible that some Alum Rock students are counted twice in this number.

Exhibit 4. 2019-2020 Percentage of English Learners⁷



Though student-level socioeconomic status is not publicly available nor collected by SJ Learns programs, **Exhibit 5** shows that 2019-2020 funded school sites in all four districts served higher rates of students from low-income or other socioeconomically disadvantaged backgrounds than are served across the city of San José. Additionally, SJ Learns funded school sites in Alum Rock, Campbell, and Franklin-McKinley served higher rates of students from low-income backgrounds than did non-funded elementary schools in the same district.

Exhibit 5. 2019-2020 Percentage of Students from Low-Income Backgrounds⁸



⁷ Non-participant data retrieved from California Department of Education’s DataQuest. Non-participants for Rocketship are from Alma, the only SJ Learns-funded school site in the Rocketship Public Schools charter organization, while non-participants for other districts includes all non-SJ Learns participants in elementary schools in the district. City average includes students from all elementary schools in the city of San José, except SJ Learns-funded sites. See Appendix E for details on sources and methodology.

⁸ School-level data on ‘socioeconomically disadvantaged’ status retrieved from California Department of Education’s DataQuest. Comparison data for Rocketship not available. City average includes all elementary schools in the city of San José, except SJ Learns-funded sites.

Interviews with grantee districts confirm what is shown in the data – that SJ Learns funding allowed districts to **serve more students who face significant barriers to academic success in expanded learning programs**. Districts specifically targeted funding to schools, students, and families with limited access to learning opportunities. Districts also shared that SJ Learns funds enabled programs to **enhance the quality of expanded learning services** provided. Below is a brief description of how funds were used in each district based on their grant reports:

- Alum Rock provided afterschool and summer literacy support for kindergarteners and those enrolled in TK (transitional kindergarten) programs, prioritizing ELs.
- Campbell provided Multi-Tiered Systems of Support (MTSS) interventions by trained teachers to students in the afterschool setting, creating greater coherence between school day and afterschool in supporting student needs, which is known to help better reinforce what students learn during the school day and reduce behavior management issues by reinforcing consistent expectations.⁹
- SJ Learns funding enabled Franklin-McKinley to respond to family requests for additional K-3 capacity in the district’s afterschool programs, which focus on providing academic and enrichment opportunities for students.
- Rocketship was able to extend academic and social-emotional expanded learning opportunities to both the summer and afterschool hours and focused on recruiting high-need students, such as ELs and students from low-income backgrounds.

*“Many of the students participating in these programs come from families where English is not their first language or that lack economic resources and time to dedicate to activities that promote healthy development. By having the programs on-site at the school campus, the program can offer **family support and access to resources** aligning with the Y’s focus on **connecting community and encouraging healthy behaviors** close to where families live.”*

– Rocketship District Leader

Program Activities

Each of the districts provide unique academic and enrichment programming to students. **Exhibit 6**, on the following page, describes programs’ activities during the summer of 2019 and the 2019-2020 academic year (through the shelter-in-place order in March 2020).

⁹ Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Exhibit 6. Grantee Program Activities (Summer 2019 through March 2020)¹⁰



Alum Rock Union Elementary School District



Partners

Springboard Collaborative,
Think Together



Schools

Chavez, Hubbard, Painter,
Russo-McEntee



Students Served

Summer: 152 1-3rd graders
School Year: 70 TK-Kinder



Instructional Time

Summer: 4 hours/day for 5 weeks
School Year: 4 hours/day

Summer: Springboard Collaborative provides training and curriculum to 16 credentialed teachers who provide four hours of balanced literacy instruction daily to rising 1st to 3rd grade students, with a student to teacher ratio of 15:1. Teachers conduct home visits at the start of the program to establish a partnership with families, and families attend weekly workshops to learn and practice reading strategies with their students. Students and families are given books to read and school materials to use at home.

School Year: Think Together operates Kindergarten Academies each afternoon, where program staff reinforce classroom learning for TK and K students with daily practice in letter names and sounds and number recognition. Using the Sanford Harmony curriculum, program staff provide social-emotional learning (SEL)-integrated lessons to students and incorporate activities to promote healthy and active lifestyles. Families participate in workshops designed to encourage engagement in their student’s learning.



Campbell Union School District



Partners

CUSD Expanded Learning
Department (no external
partners)



Schools

Blackford, Lynhaven,
Rosemary, Sherman Oaks



Students Served

Summer: 73 1st – 3rd graders
School Year: 296 K-3rd graders

Summer: The summer learning program aims to reduce summer learning loss and close the achievement gap for students in first through third grade. In the morning, certified teachers lead literacy skill-building. In the afternoon, classified enrichment staff provide enrichment activities, including STEM (Science, Technology, Engineering and Mathematics), service learning, and physical activity. Additionally, the program provides literacy materials, family engagement opportunities and field trips.

School Year: Learning Express provides targeted students with homework support and personalized literacy interventions. Each day, students spend forty-five

¹⁰ Students served as reported in administrative data submitted by programs to SJPLF in July 2020.



Instructional Time

Summer: 6 hours/day for 4 weeks
School Year: 2.5 hours/day

minutes on homework, thirty minutes in supervised free play, thirty minutes playing organized games, and one hour in enrichment. Enrichment activities include STEAM (Science Technology Engineering Arts and Math), health and nutrition education, social-emotional learning, and service learning.



Franklin-McKinley School District



Partner

Catholic Charities

Summer: CORAL (Communities Organizing Resources to Advance Learning) aims to address summer learning loss. For four hours, students focus on reading and writing activities led by CORAL instructors, who are trained by credentialed teachers in multi-day trainings. For two hours, students participate in enrichment activities, including physical education, field trips, and assemblies. Summer programs typically have a student-to-staff ratio of 20:1.



Schools

Jason Dahl, Kennedy, Shirakawa, Santee



Students Served

Summer: 107 K – 3rd graders
School Year: 131 TK-3rd graders

School Year: CORAL provides literacy instruction, homework support, enrichment activities, and sports. CORAL delivers one-hour literacy lessons for students using American Reading Company’s 100 Book Challenge and maintains a library with hundreds of leveled books. To enhance math instruction, CORAL implements daily one-hour homework/academic assistance sessions that include math support. Instructors log students’ daily homework completion for teachers and families to review.



Instructional Time

Summer: 6 hours/day for 4 weeks
School Year: 2.5 hours/day



Rocketship Public Schools



Partner

YMCA

Summer: For 2.5 hours in the morning, two credentialed teachers and two Individualized Learning Specialists from Rocketship lead literacy instruction with the support of YMCA’s paraprofessional staff. With a student-to-staff ratio of 8:1, students receive targeted academic support utilizing Rocketship’s Leveled Literacy Intervention. In the afternoons, YMCA staff lead academic and enrichment activities with students, including STEM learning, field trips, and math activities.



School

Rocketship Alma



Students Served

Summer: 55 K-3rd graders
School Year: 40 K-3rd graders

School Year: YMCA provides academic support, enrichment, and physical education afterschool. Students spend forty minutes in their homework and literacy block, when they use the Lexia leveled-literacy software, receive help with homework completion, and engage in the YMCA’s Four Blocks Literacy model (guided reading, self-selected reading, writing, and phonics). Enrichment activities reinforce learning in core academic and social-emotional skill areas taught during the school day.



Instructional Time

Summer: 9 hours/day for 6 weeks
School Year: 2.5 hours/day

Program Activities During Distance Learning (March – June 2020)

At the start of the shelter-in-place, schools and partner programs sprang into action to organize their staff and program resources to support students and families during distance learning for the remainder of the spring semester. In response to school closures, SJ Learns programs shifted their approach in the following ways:

- District, agency, school, and program leaders **collaborated to make decisions** about how agencies/programs would support individual school sites, as will be discussed in more detail in Chapter 5: Program Outcomes.
- All programs conducted **outreach to families through phone** (calls, texts, emails).
- All **programs supported students and families with at-home learning resources and activities** such as online learning activity ideas, home activity kits, help with technology access, and pre-recorded enrichment lessons.
- Two programs (Think Together at Alum Rock and the afterschool program at Campbell) provided **live, virtual sessions** for students during distance learning (two sessions each day with an average of five students attending). In addition, Springboard Collaborative provided a virtual summer literacy program at Alum Rock starting in July. These programs tracked student attendance and, in the case of Springboard, family participation in workshops.
- Program staff at Franklin-McKinley and Rocketship supported **meal and grocery distribution** at schools.

“The need created by COVID-19 was so great that [Catholic Charities] was activated by the City and County as front-line responders, most critically with emergency food distribution and the processing of financial assistance for those most in need. When the closure of County schools forced the temporary closure of the CORAL after-school program, staff were redeployed to deliver emergency services.”

- Franklin-McKinley Grant Report,
July 2020

For more details on how programs at each district transitioned to distance learning and the types of supports they provided through the spring and summer, please see **Appendix D**.

The next chapter describes SJ Learns participants and their level of participation, including during distance learning.

II: Participants



In this section, we provide an overview of students who participated in SJ Learns 3.0 programs and their level of participation.

Student Demographics



A total of 883 students participated in SJ Learns 3.0-funded programs.¹¹ School year programs had 578 participants, while summer programs had 387.

Drawing on the final data reports submitted by programs, we show the characteristics of students served in **Exhibit 7**.¹² As shown, SJ Learns participants were **predominately Latinx and served a large proportion of English Learners (EL)**.

Level of Participation



Programs reported attendance data for all SJ Learns participants for summer 2019 programs and school year programs through March 13, 2020, which was the last day that schools held in-person programming. **Exhibit 8** presents the average hours per day that students attended school year and summer programs. Students attending school year programs attended an average of

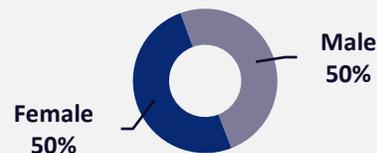


3.0 hours per day, and students participating in summer programs attended, on average, 4.6 hours per day.

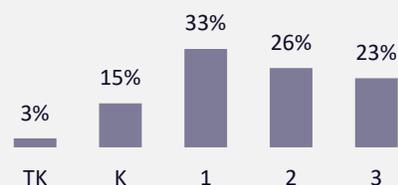
3.0 hours per day, and students participating in summer programs attended, on average, 4.6 hours per day.

Exhibit 7: 2019-2020 Participants

Gender (n=820)



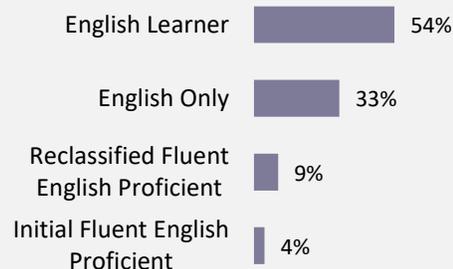
2019-2020 Grade Level (n=840)



Race/Ethnicity (n=806)



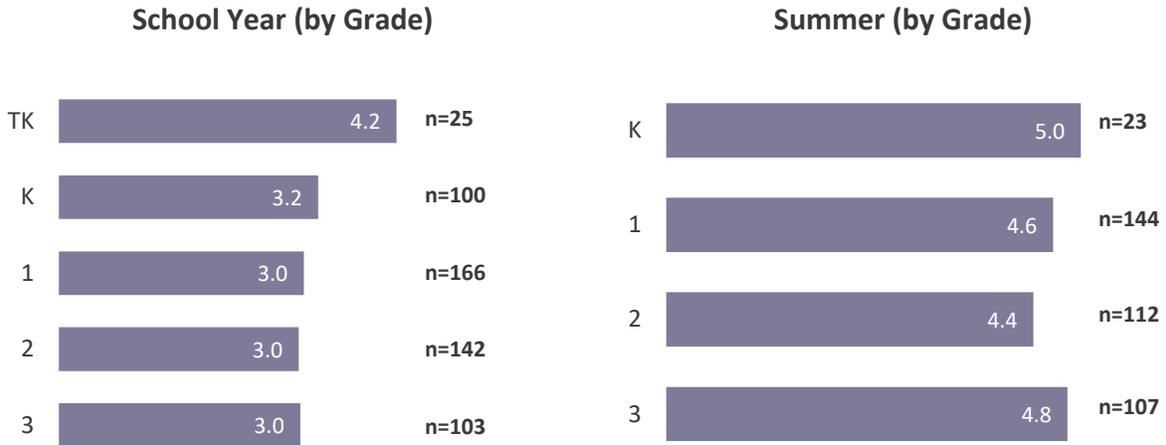
English Language Proficiency (n=833)



¹¹ Based on data that was deduplicated to the best of our ability. Appendix F provides demographics by program.

¹² Exhibit includes participants for whom demographic data was provided. Initial Fluent English Proficient signifies that the student scored at Early Advanced or Advanced level of language proficiency on their first English Language assessment. Reclassified to Fluent English Proficient signifies that the student had been designated as English Learner and has since reclassified as English proficiency.

Exhibit 8: 2019-2020 Student Participation (in Average Hours per Day)¹³



It is not surprising that in school day programs, transitional kindergarteners and kindergarteners attend more hours per day on average than older students, given kindergarteners’ earlier school day dismissal times.¹⁴ In contrast, we did not observe a clear relationship between grade level and

 **SJ Learns Students**

Maria’s two children attend the **Think Together program at Hubbard Elementary** – Eddie is a kindergartener and Chris is in 4th grade. When Chris started in the program two years ago (2017), he was new to the school and very shy. Now, Maria says, **he is making friends and is very engaged in the afterschool program**. His favorite activities are playing soccer, especially with program staff, and making his own video games. Eddie also loves playing soccer and practices how to count and read– he really likes working with one of the program leaders on his homework. Maria is very happy with how the program has supported her sons and feels welcomed and supported by the staff. She says, “Whatever issue or question I have, they always answer it. I feel like I connect with Think Together [staff]. They are available to my needs, and I feel like I can approach any of the leaders.”

Liana is in first grade at **Sherman Oaks Elementary** and loves the staff at her afterschool and summer programs, which she has attended for three years. Her mom says her favorite things are activities like dancing and playing tag, and she loves to tell her mom about all the funny things her program leaders said each day. Liana received support with reading during the afterschool program, and her mom shared, “It really helped her. **She’s reading faster and she’s understanding more**, and she’s reading harder books.”

¹³ In their final data reports, programs provided the total number of hours of attendance by student. Average daily attendance rates for students were calculated by dividing the total number of hours by the estimated number of days the program was offered. Appendix E describes this method in more detail and Appendix G provides participation data disaggregated by subgroups.

¹⁴ While the length of the school day varies between districts, students in transitional kindergarten and kindergarten attend shorter days than older students at all schools funded by SJ Learns.

attendance among students in summer programs. **Appendix G** presents the level of student participation by other demographic characteristics.

Participation in Distance Learning Programs (March – June 2020)

As a result of the shift in activities during distance learning, programs and districts were not able to collect the same types of participation data that they regularly report to SJPLF at the end of the year. Only the two programs that held live, virtual programming during distance learning (Think Together at Alum Rock and Campbell) tracked daily attendance in program activities. Think Together reported that they saw approximately two to five students attend each virtual meeting. Campbell reported higher participation among upper grades (3rd through 5th) and in non-Title I schools.¹⁵ Staff also recognized that, while students who attended the live sessions benefited, reaching students was a challenge. Most students did not participate, and those that did had inconsistent participation.

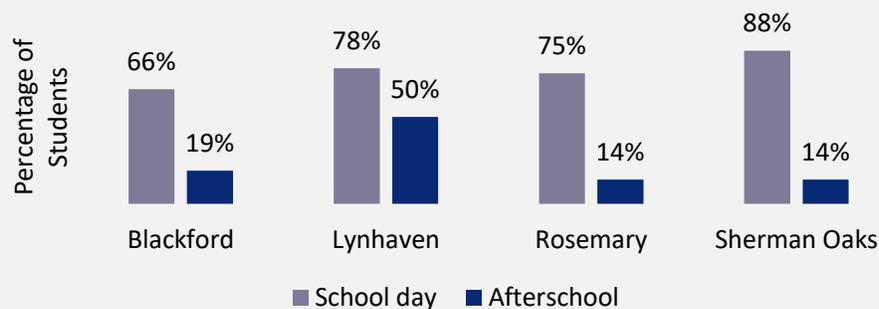
“Our site coordinators keep attendance, who is logging in to the live Zoom (meetings), and the reading intervention teachers track who is participating in the small breakouts as well. At some schools we’re having one or two kids that are engaging and then it’s not the same one or two kids week to week. So, we definitely have recognized that for low socioeconomic populations, the distance learning model has not been as effective and engaging for them.”

- Campbell District Leader



Participation in Distance Learning at Campbell

Campbell reported the percent of K-3 students who **participated in a school day or afterschool virtual learning session** at each of the SJ Learns-funded schools in the district. Across the four schools, **afterschool participation was lower than school day participation.**



Note: This graph shows the percent of students who attended a program at least once, out of the total number of K-3 students in the school day or afterschool programs.

¹⁵ Non-Title I schools are schools in which there is not a significant portion of the student population that qualifies for Free or Reduced Priced Lunch.

Program staff from the YMCA (at Rocketship) and Catholic Charities (at Franklin-McKinley) helped schools conduct outreach to individual students and families. They tracked who they were able to engage with by phone, texting, or email to inform schools but did not track information for their own program purposes. Franklin-McKinley also conducted a survey to understand families' situations during distance learning and learned that 62% of families with elementary age students reported that their children were doing schoolwork from home five days a week, and 22% reported that their children were video conferencing with their teacher 2 to 3 days per week.¹⁶

As described in this chapter, more than 800 students attended SJ Learns programming in the summer of 2019 and the 2019-2020 school year, attending between two and five hours of program each day. In the next chapter, we describe how programs are supporting students towards key outcome areas including academic achievement, engagement, and social-emotional learning.

¹⁶ This finding was reported by Franklin-McKinley in their end-of-year grantee report.

III: Student Outcomes



This section investigates student-level outcomes defined in the SJ Learns logic model, and describes how grantees supported student progress towards outcomes, including during distance learning. The SJ Learns Advisory Committee identified four key outcome areas and related goals for students:

Academic Achievement	<ul style="list-style-type: none">•Achieve gains in math/reading
School Engagement	<ul style="list-style-type: none">•Have positive relationships with adults•Feel engaged in school•Demonstrate interest in math and reading
Student Agency	<ul style="list-style-type: none">•Have agency over their learning
Social-Emotional Learning	<ul style="list-style-type: none">•Demonstrate strong social-emotional learning skills

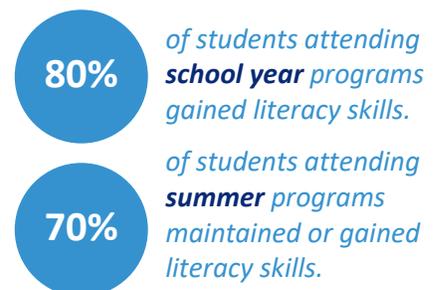
In this section, we present findings from August 2019 to March 2020 academic assessment data and interviews with district and program staff, as well as family members of SJ Learns participants. Notably, programs and districts funded by SJ Learns are focused on promoting student outcomes that are in close alignment with the outcome areas identified by the SJ Learns Advisory Committee. **Appendix H** provides a summary of evidence and supporting activities for each outcome area.

Academic Achievement

The primary purpose of SJ Learns is to **boost academic achievement among San José students**. To assess progress towards this outcome, SJ Learns seeks to understand how programs support students to achieve gains in math and reading.

 **Goal: Students achieve gains in math and reading.**

Programs were not asked to collect or report data on students' math skills during the 2019-2020 program year. To understand how students are progressing academically, programs measure literacy skills, such as letter recognition and reading fluency, using a variety of assessments.¹⁷ SPR analyzed the assessment

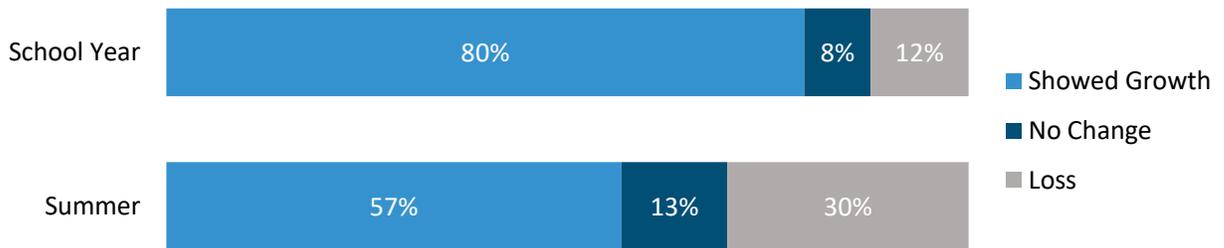


¹⁷ See Appendix E for a description of assessment tools used in each district. Currently, SJPLF does not require that programs report math assessment scores.

data submitted by grantees in order to identify changes in literacy assessment scores between the start of programming until the transition to distance learning in March 2020.¹⁸ Because students were not formally assessed during distance learning, programs were unable to provide literacy assessment data for the full school year. See **Appendix E** for a complete explanation of how we calculated academic growth using the assessment data available and limitations of our findings.

As shown in **Exhibit 9, 80% of students in school year programs showed gains in literacy.** Among students participating in summer programs, 57% made gains while 13% maintained their literacy skills over the course of the summer. While the average student from a low-income family in the U.S. loses between two to three months of learning over the summer,¹⁹ **70% of SJ Learns students either maintained or gained literacy skills over the summer.**

Exhibit 9: Percent of Students Demonstrating Growth on Literacy Assessments



When looking at changes in literacy assessment scores by subgroup, there were no statistically significant differences in the number of students demonstrating growth by gender, race/ethnicity, level of program participation, English language proficiency, or grade level. This was true for both summer and school year participants. **Appendix I** presents student literacy growth by demographic characteristics.

Data collected in interviews with district and program staff, as well as parents and principals, provides evidence that SJ Learns programs support student academic progress, particularly in literacy. All 23 interviewees across the four districts agreed that SJ Learns programs contribute to students' academic progress, primarily by aligning with the school day to reinforce what students learn in

¹⁸ For the purposes of this report, 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. Students who scored the highest possible score on an assessment are included in the “no change” group. In total, we calculated changes in literacy scores for 61% of school year participants and 84% of summer program participants, based on data provided by programs to SJPLF in July 2020.

¹⁹ Cooper, Harris, Barbara Nye, Kelly Charlton, James Lindsay, and Scott Greathouse, “The Effects of Summer Vacation on Achievement Test Scores: A Narrative and Meta-Analytic Review,” *Review of Educational Research*, Vol. 66, No. 3, 1996, pp. 227–268.

school and communicating with teachers and families, as well as engaging students in reading, enrichment, and field trips over the summer.

Interviewees described how **alignment between afterschool and the school day** supports academic progress. Program and school staff communicate regularly to ensure students have consistency in expectations and culture throughout their day, and to promote school day priorities in afterschool, including reinforcing academic concepts and lessons.

Most programs use their school's literacy curriculum and share information regarding reading levels with school-day teachers, allowing students to focus on the appropriate level of reading. At Franklin McKinley and Rocketship, afterschool staff recognize when students increased their reading levels by giving them certificates or displaying their progress on wall charts.

Several interviewees described how afterschool programs help students make academic gains by **reinforcing what students learn in school** and described how communication between adults supports academic progress. For example, staff at the YMCA at Rocketship **coordinate with teachers and families** to support literacy progress. One site coordinator described how hearing from both families and teachers about student progress at home and in the classroom helps staff identify skills to work on with students.

"One huge added benefit is the information sharing from the [afterschool] teachers to the instructional day and connecting with the teachers. 'This is what we're doing after school,' or just knowing that they're working with their students and having everyday access definitely influences, adds value to the instructional program during the day."

– Campbell Principal

"It's good for the kids because it enriches and extends and reinforces what they've learned throughout the day because many of our students enter, for reasons that are no one's fault, not being academically, social-emotionally, where they should be. So, it really helps. It makes a long day, but it helps support the families and support the kids."

– Franklin-McKinley Principal



Assessing Literacy Growth during Distance Learning

Springboard Collaborative at Alum Rock. Though student assessment data was unavailable at the time of this report, interviews with staff at Alum Rock and its partner CBO, Springboard Collaborative, provided insight into how the program tracked literacy growth during the fully virtual summer program in July and August 2020. Springboard Collaborative instructors **tracked how many books students read during the program**, either individually or through Learning A-Z, an online learning platform with an e-library.

School Engagement

Expanded learning programs can play an important role in helping students feel engaged in and connected to their school. To assess progress towards this outcome, SJ Learns seeks to understand how programs support students to (1) have positive relationships with adults, (2) demonstrate interest in math and reading; and (3) feel engaged in school.

Goal 1: Students have positive relationships with adults.

SJ Learns programs **create safe and supportive learning environments where students have positive relationships with adults**. Interviewees described how, when students feel comfortable and have strong relationships with staff and their peers, they are more confident and engaged in their learning. One principal from an SJ Learns funded school in Alum Rock explained, *“it just comes down to that level of support and that relationship that kids have. If they're safe, it makes it a whole lot easier for them to engage.”* A parent whose student attends afterschool and summer programming at Campbell shared that trusting relationships with staff have helped her student feel comfortable speaking up.

“She loves the teachers. I think she feels it's a safe place for her. She trusts the staff very much. It's somewhere that she feels comfortable that if she has concerns, she could bring it up. She's happy to voice her concerns and opinions.”

– Campbell Parent

Goal 2: Students demonstrate interest in math and reading.

All programs use STEM and SEL activities that incorporate math and reading. For example, students at Campbell's afterschool program participate in STEAM clubs once a week, where they work on the same project for several weeks at a time. One Campbell teacher said, “[Students] wait the whole week to participate in [the clubs]. The **kids feel like they're participating in something tangible that they're working at progressively.**”

SJ Learns programs also use fun activities to promote student interest in math and reading. Students often request learning games during programs because they enjoy the interactive, high-energy, and competitive games. For example, Campbell's program staff use “color-by-number” games that have themes students enjoy, such as Disney princesses or superheroes. Students also practice their literacy skills in writing workshops, where they create a book with their peers.

“I have never heard a student say that they don't want to come to the Y anymore. That is surprising because we do a lot of curriculum and homework support. They say, ‘it's fine because I can get the help here that I can't get at home.’ They love that we can do it together.”

– YMCA Site Coordinator
(Rocketship)

At Rocketship, the YMCA uses a number of strategies to pique student interest in math and reading assignments: students who enjoy competition can compete to finish math worksheets, students who enjoy reading in groups are encouraged to read aloud to each other, and the program leaders routinely combine math and P.E. For example, the coordinator described a fun activity in which students toss a beach ball and have to do a math equation if it lands on them or roll dice to find the number of jumping jacks to do. The coordinator also explained that students feel more motivated to complete math or reading homework when they can do it with their peers or the program leaders.

Goal 3: Students feel engaged in school.

When asked about how programs contribute to students' engagement in school, interviewees frequently brought up the strategies used to encourage student interest in math and reading, such as the use of project-based learning, the importance of relationships with trusted adults in the program, and providing opportunities to make choices. In addition, principals stressed how the enrichment activities offered by expanded learning provide more opportunities to just have fun at school. A site coordinator from Franklin-McKinley explained that enrichment opportunities motivate students to also engage in their schoolwork, because completing their homework or reading is the precursor to participating in the activities they look forward to, such as cheerleading or arts.

In fact, a parent with a child in the Franklin-McKinley program reported that the afterschool program “has made a difference” for her kids and, as a result, her kids want to come to school.

“It’s really about giving kids opportunities to showcase their greatness. One kid (in the program) had some challenges and issues where he would get sad and depressed. [The Site Coordinator] found a way to highlight him, bringing his [DJ software] in and he was deejaying and spinning during an event.... You need people to see that there are different sides to kids, and if you give them opportunities to shine or to do that, to be that great kid that can do awesome stuff.”

– Alum Rock Principal

Student Agency

Student agency refers to “a student’s desire, ability, and power to determine their own course of action (whether that means choosing a learning goal, a topic to study, an activity to pursue, or a means of pursuing it).”²⁰ As one of its short-term goals, SJ Learns aims to enhance student agency through expanded learning opportunities.

Goal: Students have agency over their learning.

When asked about the impact of SJ Learns on participating students, principals and program staff often focused on how **programs enhance student agency by providing students with opportunities to make choices around what they want to learn.** Expanded learning programs have more flexibility than school-day instruction to tailor learning opportunities to student interest. Using surveys, leadership opportunities, voting on activities, and rotating clubs that students can choose from, programs allow students to identify and engage in what they want to learn. For example, one Campbell site coordinator explained that the program incorporates student voice and choice into programming by giving students the opportunity to vote on the activities they do in their STEAM

²⁰ Vaughn, M. (2018). Making sense of student agency in the early grades. *Phi Delta Kappan* 99 (7), 62-66.
<https://kappanonline.org/vaughn-making-sense-student-agency-early-grades/>

clubs, which helps students “*feel some ownership over it and they feel more engaged when they have a voice with it.*”

Students also engage in practices, such as journaling and group meetings, to identify and reflect on what they have learned. For example, at Alum Rock students often discuss what they learned and how it will help them in the future at the end of activities.

“(We) make sure that all the activities that we’re doing, whether it’s learning or fun, it’s all what students want to do. It’s their choice.”

– Campbell Site Coordinator

Social-Emotional Learning

SJ Learns aims to bolster student social-emotional learning (SEL) skills, which are associated with success in academics, relationships, and mental health.²¹ Programs complemented their academic instruction with opportunities to develop interpersonal skills, mindfulness, self-management, and decision-making skills.

Goal: Demonstrate strong social-emotional learning skills.

SJ Learns programs support students to develop strong social-emotional skills through integrated SEL curriculum and promoting healthy lifestyles. We detail each program’s approach to providing SEL support below.

The **Think Together program at Alum Rock** uses the Sanford Harmony program²² to infuse SEL lessons, community builders, activities, and conversations into enrichment and academic programming. Program leaders have found the age-specific activities to be helpful in building community among kindergarteners.

Springboard Collaborative integrates SEL into activities during their summer program at Alum Rock, using warm-up time and community builders as opportunities to promote trust, relationship-building, and set goals for the program session.

At **Franklin-McKinley, Catholic Charities** uses mindfulness activities, such as breathing exercises, reflective practices, and yoga, to support student well-

“One student had a very hard time [during the school day]. He just gets very overwhelmed. At the beginning in CORAL, he was the same. He had some outbursts, but from day one to now, he’s had such a connection with [the program leader] where that has stopped. That’s that communication the staff have with the kids, and with the families. The kids feel like the staff care about them. But it’s just building those relationships where [students] enjoy coming and have that sense of a belonging.”

– Catholic Charities Site Coordinator
(Franklin-McKinley)

²¹ Durlak, J.A., Weissberg, R.P., & Pachan, M. (2010). "A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents." *American Journal of Community Psychology*, 45, pp.294-309.

²² Sanford Harmony is a social-emotional learning program for Pre-K-6 grade students designed to “foster intergender communication and understanding, connection, and community both in and outside the classroom and develop boys and girls into compassionate and caring adults.” (www.sanfordharmony.org)

being in their expanded learning programs. One district leader described how the program uses these activities in place of naptime with the youngest students in K-1 classrooms, and has seen students engaging and enjoying *“these calming and centering activities, providing a different type of restoration for mind and body.”*

The afterschool program at **Campbell** uses the same Positive Behavioral Interventions and Supports (PBIS)²³ method that school day staff use to support student behavior and engagement, which helps students continue their SEL development afterschool. One site coordinator described that because school day teachers and afterschool program staff use the same vocabulary to help students reflect on their choices, students can continue their behavioral progress through the afterschool hours.

“The teachers use the same exact vocabulary with them as well, so it's not foreign to them and it has them reflect on their choices: [for example] “How does that affect you if you're not sitting correctly? If you're not sitting safely, will you fall down?” Also, we have the same ‘beans,’ we call them. They're like tickets; they get them throughout the day. Every Friday we have a raffle. It aligns with, are they being respectful, making good choices and solving problems?”

– Campbell Site Coordinator

During summer and afterschool programming at **Rocketship, the YMCA** helps students build relationships with their peers through structured activities that help students solve problems together. The program also created a buddy system to help younger students learn from older students and will pair up new students with returning students to help encourage friendships.

Social-Emotional Learning During Distance Learning

SJ Learns programs particularly focused on providing students with social-emotional learning (SEL) opportunities and support when they transitioned to distance learning. Alum Rock and Campbell incorporated more **community building and check-in time** into their virtual enrichment programming and used activities and conversations to **help students connect with each other** and learn how to **process their emotions in healthy ways**. Among programs that did not hold virtual programming, staff shared **SEL resources and activities with families** via email and newsletters and used **individual outreach time to check-in with students** on their mental health and SEL needs.

“In this new environment, our biggest focus has been the social-emotional learning. Our hope is to be there and provide a space for them to be able to express themselves and learn how to deal with their own emotions in a healthy way.”

– Think Together Site Coordinator
(Alum Rock)

For example, during one virtual enrichment session for TK to second grade students, **Think Together staff at Alum Rock** opened the session by asking students to draw a picture of their favorite food to

²³ Positive Behavioral Interventions and Supports (PBIS) is an evidence-based, three-tiered framework for improving and integrating the data, systems, and practices schools use that affect student behavior and outcomes. The tiered framework is intended to align to the different types of student needs. (www.pbis.org)

share with the group. During this sharing time, staff checked-in with students and asked them questions about their lives and their drawings, before transitioning into reviewing the group agreements. Students contributed, **“be safe,” “be respectful,” “be responsible,” “have fun.”** Staff asked students to share examples of each agreement. One student shared, “stay inside to be safe.” Another said, “don’t forget to do your stuff on the computer, don’t forget to go to your meetings!”

“When students are connecting (to our virtual sessions), our afterschool coordinators focus on student connection - making sure that students are not feeling socially isolated - and if they are, they have a place to connect with their friends and their afterschool leaders, to speak about how they're feeling, to laugh, to see other people on screen.”

– Campbell District Leader

As explained in this chapter, grantees continued to show progress toward the student-level outcomes identified by SJ Learns despite the drastic changes programs made in the spring of 2020. As grantees discussed in their interviews, they will continue to grow and evolve as they adapt to ongoing distance learning, with a particular focus on responding to student needs in coordination with their partners.

IV: Family Outcomes



This section describes progress toward the family-level outcomes defined in the SJ Learns logic model, including how grantees shifted to support families during distance learning. The SJ Learns Advisory Committee identified two family-level outcome areas and aligned short-term goals:

School and Community Partnership	<ul style="list-style-type: none">• Feel safe and supported by school and expanded learning programs• Access community resources
Academic Involvement and Efficacy	<ul style="list-style-type: none">• Participate in their child's education• Know how to support their child's learning

In this section, we present findings from interviews with district and program staff, as well as family members of participants, on the ways in which programs supported families towards key outcome areas. Notably, programs and districts funded by SJ Learns are focused on promoting outcomes that are in close alignment with the outcome areas identified by the SJ Learns Advisory Committee.

Appendix H provides a summary of evidence and supporting activities for each outcome area.

School and Community Partnership

In our interviews, staff and families shared ways in which SJ Learns programs ensure families (1) feel safe and supported at school and in expanded learning programs, and (2) access community resources.

Goal 1: Families feel safe and supported by school and expanded learning programs.

Program staff highlighted the importance of family orientation at the start of programs and daily interactions with families to build rapport and help families feel safe and supported at school. Program staff noted that informal communication, both in-person and online, as well as cultural and learning events, engage families in the afterschool and school day community.

“My goal is to make sure that all parents, when they're walking in, feel welcomed and feel safe.”

– Campbell Site Coordinator

All programs hold one to two **family orientations at the beginning of each semester** where program staff introduce themselves to families, communicate program activities and logistics, address any concerns, and share academic goals. Program staff mentioned the importance of laying the foundation of the school year by helping families understand program expectations, informing them of available resources, and discussing how to support student learning. By sharing expectations and available supports, program staff can set up the year to work closely with families on other short-term goals, like helping family members feel safe and supported at schools.

Throughout the program duration, program staff reported that **informal conversations have led to strong bonds between families and program staff**. One parent at Franklin-McKinley shared that program staff greet her by name, share her child’s positive behaviors, and make her feel comfortable asking about any issues or concerns regarding her child. In addition to engaging in friendly discussion that makes families feel supported, program staff inform families about upcoming events and available resources, discuss students’ progress or struggles, and engage in conversation about how to best support student learning. A parent at Alum Rock shared that she deeply trusts the program staff, and feels very comfortable speaking with program staff about any concerns she has, saying, *“whatever issue or question I have, they always answer it. I feel like I connect with Think Together [staff]. I feel like I can approach any of the leaders.”*

All **programs reported hosting at least one fun family event**, including potlucks, *cafecitos*, cultural nights, and game nights. Catholic Charities at Franklin-McKinley hosts potlucks for families to share their cultural dishes. In the summer, family members often attend *cafecitos*, or coffee-time, with program leaders, where families share their feedback about how the program could better support them. At Campbell, program staff hold an annual celebration for the Lunar New Year. One parent shared that she enjoyed learning about diverse cultures and felt proud that her child got to experience a new event, saying, *“Sherman Oaks really celebrates [cultures]. Afterschool teachers always have new events and talk about things that are going on with different cultures. It's so diverse, and it's getting the kids to understand that, too.”*

“The teachers are really invested and they're really excited. They're working together to get kids going and pushing and understanding each other...I know all [program staff] by name. I have [the coordinator's] cell phone number. I text her once in a while, or she'll text me. [Staff] always tell me how [my child] did, and they're really good at positive reinforcement. I think [my child] feels safe there. I feel safe having her there. They're helpful and communicative.”

– Campbell Parent

Opportunities to provide feedback, through program continuous quality improvement (CQI) processes and surveys, helps families feel supported and recognized by programs. Interviewees agreed that feedback from families helps programs improve their practice and enhances family satisfaction. The CQI process allows program staff to design programming around what families most want their children to learn and accomplish. In its CQI process, the YMCA at Rocketship convenes community members—including family members—to conduct observations, discuss and calibrate observation assessment scores, and provide feedback to program staff on activities. At Campbell, community members conduct observations during their annual program assessment.

Goal 2: Families access community resources.

Many SJ Learns families feel constrained by the high cost of living in one of the most expensive cities in the country.²⁴ To support families, **programs provide connections to a robust menu of resources, including access to English classes, parenting workshops, and food.**

Most program staff reported that they refer families to other community organizations for resources or support, specifically food and clothing banks. Catholic Charities, the expanded learning partner at Franklin-McKinley, also runs a Family Resource Center (FRC), where families can access necessities such as diapers and food, as well as attend English language and parenting classes. Program coordinators reported that opportunities to interact with families at the FRC creates increased levels of trust and familiarity between family members and program staff.

School and Community Partnership During Distance Learning

The trusting relationships between families and program staff provided an important foundation for connection during shelter in place. For example, during distance learning, program staff called and texted families that school staff had trouble reaching and informally checked on their ability to access available learning resources.

Because the COVID-19 pandemic and subsequent shelter-in-place order led to many families' loss of employment,²⁵ **SJ Learns programs increased their focus on connecting families to a wide array of community resources.** During shelter-in-place, Catholic Charities staff supported Franklin-McKinley by distributing meals and providing families with WiFi hotspot and access to devices. Program staff also provided STEAM and wellness kits and offered webinars for families on nutrition and oral hygiene in partnership with the Healthy Kids Foundation. At Rocketship, YMCA staff helped the district call families to check-in on their needs and helped families access basic needs and online tutoring for their children. The YMCA reported distributing over 3,000 meals a day for families during distance learning. Campbell program staff combined STEM lessons with direct service by distributing over 2,000 vegetable seedlings to families through a partnership with UC Healthy Living Cal Fresh program and the Sutter Health 5210, as described in the textbox below.

²⁴ <https://www.cbsnews.com/pictures/10-most-expensive-cities-in-america/7/>

²⁵ <https://www.mercurynews.com/2020/04/08/bay-area-coronavirus-job-will-800000-economy-layoff-tech-hotel-restaurant-retail/>



Shelter-in-Place Seedlings at Campbell

As part of Campbell’s partnership with UC Healthy Living Cal Fresh program and the Sutter Health 5210, students in the summer program develop their STEM skills by caring for a garden. When schools closed in March because of the shelter-in-place order, program staff did not know what to do with the “thousands and thousands” of plants waiting to be planted. The program reached out to Campbell to donate plants – zucchini, peppers, tomatoes – to families. As the Campbell program director explained, *“Anything that would benefit our families, we want to make sure is available for them.”*

Campbell program staff coordinated the distribution of the seedlings with meal distribution, sending out notifications to families to receive a meal and vegetable plants for a home garden. Campbell’s partners prepared an educational resource packet that included how to care for the plants, an explanation of the science behind the vegetable gardens, and promoted eating vegetables. The Campbell program director shared, *“It was really awesome for our staff to get deployed out to these sites and do some curb-side drop-offs to cars, give out the packets, and wave to the kids. It was really successful.”* Though the original plan was to make one distribution, the success led to a second distribution, which ultimately resulted in the distribution of over 2,000 plants to families.

Academic Involvement and Efficacy

SJ Learns programs promote academic involvement and efficacy by supporting families to (1) participate in their child’s education; and (2) know how to support their child’s learning.



Goal 1: Families participate in their child’s education.

Expanded learning staff play a critical role in communicating with and engaging families in their child’s education. Staff **help schools and families bridge the communication gap**, as one YMCA at Rocketship program coordinator described, *“we are the messenger in the middle because teachers leave before parents get there.”*

Program staff **communicate with families in-person and through a variety of online platforms** to relay information about their child(ren)’s expanded learning program, school-day experience, and academic progress, which program staff noted helps families participate in their education.

All programs use virtual newsletters to keep families informed about program events and updates, using online platforms to send messages to help caregivers participate more deeply in their child’s education. Think Together staff at Alum Rock send

“[Parents] are getting constant updates and pointers, so they don't feel confused or frustrated or lost in supporting their child. I think that that makes them feel more involved, not only with the school, but with their child's academics. It's really beneficial for the parents to feel like they have a sense of adding [to their child's education.]”

– Campbell Teacher

students' progress updates through ParentSquare²⁶ or email. A parent from Campbell found Seesaw²⁷ updates incredibly useful to learn about upcoming events and fieldtrips, approaching deadlines for her child's assignments, and other updates on her child's afterschool progress. A Campbell program staff member agreed that online communication helps caregivers learn about which subjects or skills their child should focus on.

Other ways in which programs engage families is through surveys, the CQI process, and informal conversations about their students. These practices **help families share their thoughts about additional supports and opportunities that would benefit their children.**

Goal 2: Families know how to support their child's learning.

In interviews, SJ Learns program staff stressed the importance of helping families understand how to support their children's learning—academically and social-emotionally—especially during distance learning.

Both **family orientations at the start of the year, and family events throughout program duration, are focused on helping families develop skills to support their child's learning.** On the weekends during the school year, Catholic Charities program staff at Franklin-McKinley offered parenting workshops at the Family Resource Center, where they shared tips on how to help children succeed in school. Springboard Collaborative's summer program at Alum Rock kicks off with home visits, where program staff get to know families and encourage participation at family workshops. These workshops—held weekly—provide families with strategies to help their students learn to read.

“What I hope to achieve is a sense of pride of the program, where [families] feel involved to the point where they know they matter and that they make a difference to our program. Making sure that [parents are] involved and aware of the things that we're doing, and having their say in what we are doing, will definitely help enrich the program.”

– Think Together Program Coordinator (Alum Rock)

Academic Involvement During Distance Learning

As mentioned previously, program staff conducted outreach to individual families by phone, text, and email during distance learning. Below are some of the key strategies programs used to support families:

²⁶ School-family communication app with several features including: two-way messaging, group messaging, mass communication blasts, calendars of upcoming events, and school directories.

²⁷ An app where students can share their digital portfolio with caregivers and teachers. From digital portfolios, teacher share insights with students and caregivers, and caregivers can see their students' learnings and communicate with the teacher.

- Programs continued to send **newsletters to inform families about learning activities and available resources**; newsletters from Catholic Charities at Franklin-McKinley and the YMCA at Rocketship included ideas for activities to support academic learning, social-emotional development, and physical activity at home.
- Franklin-McKinley and Alum Rock programs reported holding **online events for families**. Catholic Charities at Franklin-McKinley organized casual Zoom meetings for families to gather, talk about current events, and provide information on how to use technology to support students during distance learning. Springboard Collaborative at Alum Rock held online family workshops to share strategies to support students' reading.
- After learning that many families felt uncomfortable with the technology required for distance learning, program staff from Think Together at Alum Rock **trained families on how to log into Zoom and Google Classroom** and helped families learn how to access and use email. At Rocketship, YMCA program leaders also discussed with school leaders the ways that they can provide additional support to train families around technology use in the future.
- Over the summer, in lieu of their typical home visits, Springboard Collaborative at Alum Rock conducted **individual outreach to families to introduce themselves, share expectations, and assess gaps in resources**.

“Technology is a very intimidating piece for families that don't have a job in an office where they already use these tools. Families that are our target population - like those working in construction, in agriculture jobs, in restaurants - they're not utilizing technology in a way that builds confidence in this distance learning model.”

– Campbell District Leader



Springboard Collaborative's Parent Workshops at Alum Rock

In a typical summer, Springboard Collaborative staff conduct workshops to provide families with strategies for supporting their student's reading skills. During distance learning, staff provided the workshops virtually to help families become “at-home learning coaches.” During workshops, staff provided family members with reading tips and strategies to support students' reading comprehension. Program staff ensured family workshops were accessible for all families by offering workshops over the phone for families with limited access to Wi-Fi and devices, and for families that felt uncomfortable using technology. If a family missed a workshop, staff worked with families to overcome barriers to participation and helped them get information from missed workshops. Workshops allowed family members to share questions and concerns about their child's needs with program staff in real time, and in response, staff tailored their supports to families' individual needs.

As explained in this chapter, grantees continued to make progress toward the family-level outcomes identified by SJ Learns despite the move to distance learning in the spring of 2020. As grantees discussed in their interviews, they will continue to grow and evolve as they adapt to ongoing distance learning, with a particular focus on responding to family and student needs.

V: Program Outcomes



This section provides a high-level overview of the program-level outcomes defined in the SJ Learns logic model, including how districts, schools, and expanded learning providers have shifted their relationships as a result of the shift to distance learning. In addition, we investigate how SJPLF has supported programs. The SJ Learns 3.0 Interim Report investigates program progress toward key outcome areas identified in the SJ Learns Logic Model by assessing the short-term goals aligned with each of these outcomes:

Alignment with Quality Standards	<ul style="list-style-type: none">• Programs understand quality standards for expanded learning.
Partnerships	<ul style="list-style-type: none">• Partners and schools share ideas, resources, and data.• Students and families have a voice in program implementation.
Promising Practices	<ul style="list-style-type: none">• Programs identify promising practices.• Technology is used to improve communication and learning.

In this Final Report, we briefly summarize the findings from the Interim Report from March 2020 and describe how programs have evolved since then. **Appendix H** summarizes the evidence and supporting activities for each outcome area.

Alignment with Quality Standards

The California Expanded Learning Quality Standards “are intended to create a framework of clear expectations and a shared vision of quality among multiple stakeholders.”²⁸ Research suggests that program quality dimensions such as participant engagement, staff training, and the use of data to measure progress are tied to positive outcomes for participants attending expanded learning opportunities.²⁹ Below, we discuss programs’ progress toward understanding the short-term goal aligned with this outcome.

²⁸ (2014). Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality. California Afterschool Network. Retrieved from <https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality-standards-for-expanded-learning-california-final.pdf>

²⁹ Sheldon, J., Arbreton, A., Hopkins, L. and Grossman, J. B. (2010), Investing in Success: Key Strategies for Building Quality in After - School Programs. American Journal of Community Psychology, 45: 394-404; Hirsch, B. J., Mekinda, M. A., & Stawicki, J. (2010). More than attendance: The importance of after-school program quality. American Journal of Community Psychology, 45(3-4), 447-452.

 **Goal: Programs Understand Quality Standards for Expanded Learning.**

Interviews with program, district, and site leaders, as well as observations of SJ Learns' Community of Practice (CoP), provide evidence that **programs understand and implement quality program practices**. The SJ Learns Interim Report highlights how programs use quality standards to improve program practices.

Interviews also confirmed that **all sites engage in continuous quality improvement (CQI) processes and tools that are aligned with the California Quality Standards for Expanded Learning** for at least a portion of their programming.³⁰ While CQI timelines and the participating stakeholders vary across programs, all conduct observations, administer surveys, and solicit feedback from school administration and staff to assess their program. Providers then use the results from these assessments to identify future implementation goals related to the quality standards. Program leaders monitor progress towards goals throughout the year and provide ongoing support to line staff. Interviews with district and program staff about programs' CQI processes highlighted the following key themes, which are explored in greater detail in the Interim Report:

- The CQI process is being implemented as planned at program sites.
- Site leaders and program directors are generally more involved in the CQI process than line staff.
- Programs engage families, students, and school staff in observations of programming and administer family and student surveys to inform the CQI process.
- Academic components of programs, specifically the morning components of the summer programs, are generally assessed differently, using tools more aligned with school-day instruction.
- Because training and communication around the “what” and the “why” of the CQI process is critical to its success, staff turnover impacts the ability of programs to conduct comprehensive CQI processes.

SJPLF has supported program alignment with the expanded learning quality standards in two specific ways. First, SJPLF required that grantees specify their CQI process and how it aligns with the quality standards as part of the grant process. Second, as we will discuss later in this chapter, the Community of Practice led by SJPLF served as a vehicle for sharing information about the California Expanded Learning Quality Standards and program practices that align with the standards.

³⁰ (2014). Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality. California Afterschool Network. Retrieved from <https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality-standards-for-expanded-learning-california-final.pdf>

Alignment with Quality Standards During Distance Learning

Although CQI processes, along with so many aspects of typical expanded learning programming, were largely cancelled this spring, programs continue to focus on providing services that align with the California Expanded Learning Quality Standards. For example, as described in the Student Outcomes chapter, programs that provided live instruction still aimed to create a sense belonging among students, strong bonds with adults, and engaging activities, even if at a distance. Additionally, all programs focused on making sure that students were in a safe environment by helping families access basic needs such as food and providing guidance on supporting SEL skills and self-care.

Partnerships

SJ Learns was founded on the belief that “creating a strong, vision-focused community of government, community organizations, and schools will increase impact” of expanded learning programs and “meaningful...family engagement experiences will increase academic success.”³¹ In light of this belief, the SJ Learns Logic Model identifies two short-term goals to assess how a network of partnerships between families, educators and community-based partners is developing to support expanded learning. Progress toward these goals is outlined below.

Goal 1: Partners and schools share ideas, resources, and data.

By sharing ideas, resources, and data with schools, expanded learning partners can better reinforce what students learn during the school day, reduce behavior management issues by reinforcing consistent expectations, and allow school-day and expanded learning staff to communicate with each other about the needs of individual students.³² Below, we highlight examples of how CBOs and schools met this short-term goal. More detailed information can be found in the SJ Learns 3.0 Interim Report.

- Districts, schools, and expanded learning providers share training and best practices to achieve alignment between expanded learning and the school day.
- Schools and CBO partners leverage each other’s resources to enhance opportunities for students and families.
- School-day and expanded learning teachers share information about student progress to provide targeted support for students and families.

³¹ San José Learns Theory of Change.

³² Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide (NCEE #2009-012). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <http://ies.ed.gov/ncee/wwc/publications/practiceguides>.

Although district and CBO leaders consistently report having close collaborative relationships, interviews with site coordinators and principals suggest that the level of alignment and communication between principals and site coordinators at the school level varies. For example, some principals described collaborative conversations, joint decision making, and frequent case conferencing around particular students with their partners, while others took a more hands-off approach to expanded learning.

Our interviews in the previous grant cycle revealed that the structure of the SJPLF grant process, which required CBO and district leaders to collaboratively complete the proposal and grant reporting requirements, encouraged strong partnerships. In fact, even districts and partners who have partnered to provide OST opportunities for years reported that they enhanced their collaboration because of their participation with SJ Learns.



Principal Feedback: Opportunities for Greater Collaboration

School leaders are very happy with their expanded learning program partners and believe they are **valuable assets that contribute to student learning and school culture**. Interviews with principals and other school leaders underscored the **importance of alignment, collaboration, and communication between the school day and expanded learning programs** for meeting the needs of students.

As one Campbell school leader explained, school staff like to know about *“anything that [afterschool staff] are trying, and what they're doing specifically with some students that we're able to adjust during the day. Particularly with our tier three students, the ones that need that extra individualized support, there's constant communication between the afterschool program and us, and vice versa, to the point where it does change the way we approach things in the daytime. There is that ongoing influence.”*

School leaders identified opportunities to increase this alignment. Several suggested that school day and afterschool programs could coordinate thematic learning, such as having a week where both classroom teachers and afterschool staff focus on friendship. One Campbell school leader described that she'd like to see more *“opportunities for the day staff to connect with the [afterschool] staff on a regular basis, on a strategic basis, so that there is that exchange of information, and we're not reactive, but rather proactive on a lot of the issues, and in the ongoing training and professional development for the staff.”*

School and CBO Partnerships During Distance Learning

When schools transitioned to distance learning, **the history of collaboration between district and CBO leaders allowed expanded learning programs to meet the changing needs of the school community**. Expanded learning providers consulted with district and school leaders, identified how they could best serve the school community in this new context, and redeployed their staff accordingly. The expanded learning team's integration in the school's distance learning model varied across schools according to the preference of school leaders and/or teachers, as well as the program's level of integration in the school before the shelter-in-place order. At some schools, school

leaders decided that expanded learning staff would better serve their school community by supporting food distribution; at others, principals asked expanded learning staff to deepen their integration with school-day instruction by supporting teachers with their Zoom meetings. The textbox below includes examples of how districts collaborated with programs to plan their support of distance learning.

*“Throughout all of this, CORAL has continued to be a great partner, being very **flexible and ready to support the district’s approach** to adjust learning and support services during this time.”*

-Franklin-McKinley District Leader

The level of communication between principals and site coordinators also varied across schools and districts. At some schools, principals and site coordinators continued to check-in regularly and often set up new tools for communication; at others, most of the coordination took place between CBO and district leaders.

At the time of our interviews, districts and agency leaders were sketching out various scenarios for how expanded learning programs could support schools in the fall. Ideas included providing staffing or childcare to allow for smaller classes or staggered schedules, providing strategic support to students who did not engage in distance learning and experienced significant learning loss, and helping conduct assessments and diagnostic tests for students. Given that the shelter-in-place will be continuing into Fall 2020 and programs and schools have more experience with the logistics of distance learning, programs and schools may develop innovative ways to partner in support of students in the next year.

“[We] make sure that [schools] understand what we’re doing. We use the [district’s] tools, so the teachers and schools know when our staff is reaching out to families and how we are supporting them.”

– Catholic Charities Program Director (Franklin-McKinley)



Collaborative Approaches to Planning for Distance Learning

Think Together staff in Alum Rock identified a menu of support options they could provide school sites and worked with principals to implement the best options for each school. Depending on the needs of the school, site coordinators attended virtual school staff meetings, supported teachers’ virtual classrooms, offered virtual enrichment sessions, and conducted individual outreach to families. Think Together staff also sent weekly updates to principals to help coordinate their outreach efforts. One site coordinator shared that his weekly updates included names of students who had been engaged that week, descriptions of successful activities, and requests for support the program staff might need.

At Campbell, a small task force of district leadership, including leaders from the expanded learning team, developed a distance learning support model to ensure that interventions with the credentialed teachers and support for foundational literacy skills would continue via distance learning. After the first few months, district leaders saw that students from low-income families were not as engaged in the distance learning model and often drew on expanded learning staff to connect with those families.

Goal 2: Students and families have a voice in program implementation.

Encouraging students and families to infuse their ideas and priorities in expanded learning programming can lead to program improvement, increased attendance and engagement, and a greater sense of empowerment for youth and families.³³ As reported in the Interim Report, programs draw on the following strategies to solicit and learn from student and family feedback:

- Programs request feedback from family members and students through online or paper surveys.
- Events, workshops, and daily interactions provide opportunities to gather family feedback informally.
- Caregivers and/or students are invited to participate in their CQI observations or support events.
- Think Together at Alum Rock and Campbell convene student leadership teams and hold regularly scheduled check-ins with all students to gather student feedback.

“(Parents) want to see how they can help the program as well as the school. How can they help make these events for the kids, like our fall festivals?”

- Think Together Site Coordinator
(Alum Rock)

All programs collect feedback from families in surveys at least once per year and adjust, to a varying extent, based on the results. Because Springboard Collaborative at Alum Rock uses a fixed program model that operates across numerous districts, they do not make extensive shifts to their program based on family feedback, though use feedback from across their sites to inform program development. On the other hand, Campbell and YMCA at Rocketship administer short surveys twice per year to gather real-time feedback aimed at informing program changes in the near term.

Student and Family Voice During Distance Learning

Given the dire needs that many families faced after the shelter-in-place order, programs focused on connecting families with food, internet connectivity, and community resources and helping them support SEL skills and distance learning at home. Under these conditions, integrating student and family voice in the program became a lower priority.

³³ Mitra, D. (2006). Increasing student voice and moving toward youth leadership. *The prevention researcher*, 13(1), 7-10. Mitra, D. L., & Serriere, S. C. (2012). Student voice in elementary school reform: Examining youth development in fifth graders. *American Educational Research Journal*, 49(4), 743-774. Flutter, Julia & Rudduck, Jean. (2004). *How to Improve Your School: Giving Pupils a Voice*.

Promising Practices

The SJ Learns Initiative aims to promote the identification and sharing of innovative ideas and promising practices across districts and programs. The SJ Learns Logic Model identifies two short-term goals related to promising practices, as described below.

Goal 1: Programs identify promising practices.

SJ Learns 3.0 funds experienced expanded learning providers that have defined program models. Programs use their CQI process to evolve and improve their program and, in some cases, have used SJ Learns funding to purchase resources to which they would not otherwise have access.

In addition to providing funding, SJ Learns aims to build the capacity of participating districts, schools, and program partners to enhance expanded learning programming in the long term. To this end, SJ Learns partnered with the Shortino Foundation to hold two Community of Practice (CoP) meetings throughout the year. Notably, with the support of this CoP, SJ Learns programs are already making progress toward SJ Learns' medium-term outcome for best practices: that programs share and implement promising practices.

Throughout both sessions, grantees actively participated and expressed enthusiasm about the ideas and practices shared by their colleagues. Notably, grantees overall seemed more familiar with the California Expanded Learning Quality Standards than in CoP meetings during FY2018-2019.

In summer 2020, the Cisco Foundation and its grantees joined the CoP, thereby increasing the reach of the CoP to other expanded learning leaders throughout the Bay Area. In recognition of the fundamental changes programs are making to their models during distance learning, CoP meetings in FY2020-2021 shifted to one-hour, monthly virtual sessions designed for staff involved in the day-to-day operations of programs that focus on relevant professional development. The first two meetings focused on identifying what expanded learning activities and topics are most critical for students and which professional development opportunities are most needed for staff in the context of distance learning and the shelter-in-place.



Sharing Best Practices at the CoP

October 2019: SJ Learns staff and advisory members facilitated activities that encouraged district and expanded learning leaders to share practices related to two areas of interest for SJ Learns and its grantees: *1) recruiting and maintaining quality staff* and *2) aligning programming with the California Expanded Learning Standards*. In the second activity, grantees identified three quality standards that they wanted to focus on: youth voice and leadership; Diversity, Equity, and Inclusion; and Safe and Supportive Environment.

March 2020: The CoP built upon the areas of interest introduced in the previous meeting. First, SJPLF staff reviewed the three quality standards that were discussed in October. For each standard, a *grantee shared a powerful and promising practice* they implement in support of the standard. Second, an advisory member reviewed the ideas generated in the last meeting around maintaining quality staffing. Grantees then split into small groups to *discuss how their programs support a strong pipeline of expanded learning instructors and educators*.

 **Goal 2: Technology is used to improve communication and learning.**

According to the SJ Learns Theory of Change, “meaningful, purposeful, and intentional technology...will increase academic success.” The Interim Report describes how programs utilized technology in various ways: as a pedagogical tool, as a means of communication, and as a streamlined method for student assessments. As explained in previous sections of this report, the shift to distance learning demanded more innovation around the use of technology, as some programs shifted to live sessions on Zoom or Google Hang Outs, expanded learning staff created recorded YouTube read-alouds, and programs communicated with families over platforms like Seesaw. This shift also required programs to support families with access to technology and technological literacy.

As explained in this chapter, grantees continued to show progress toward the program-level outcomes identified by SJ Learns despite changes programs had to make over the spring of 2020. It will be interesting to observe how grantees continue to grow and evolve as they adapt to ongoing distance learning. In this uncertain time, the need for innovation may result in best practices for student and family engagement that may prove to be beneficial in the long term.

Conclusion

Since launching the SJ Learns Initiative in 2015, the San José Public Library and the City of San José have strengthened their role in the city's field of education. By focusing on students from low-income families who are reading below grade level, the initiative is serving those who could most benefit from quality expanded learning opportunities. Between summer 2019 and spring 2020, SJ Learns programs continued to align their programming around the expanded learning quality standards known to produce the best outcomes for students; implement comprehensive continuous quality improvement processes; maintain strong partnerships across schools, programs, and families; and identify and share best practices. When the County of Santa Clara issued the shelter-in-place order in response to the COVID-19 pandemic, grantees shifted their focus and priorities, but they continued to identify ways that expanded learning partners could support student engagement and social-emotional wellness despite the myriad challenges facing families.

"The current context is just rife with uncertainty, and flexibility is the big need now."

-Think Together Program Director
(Alum Rock)

Key successes during this first year of the SJ Learns 3.0 grant cycle include:

- By funding **expanded learning opportunities for 883 students in 13 high-need schools** throughout the city, the SJ Learns grants help fill a critical community need.
- 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 support for distance learning.**
- A shared community of practice including districts, community-based partners, and two additional 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 academic achievement and social-emotional wellness in a distance learning environment.
- **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.**

Based on our observations, interviews with SJ Learns stakeholders, and information provided in grantee reports, this report concludes with the following considerations for SJPLF:

- **Continue to allow flexibility for funding to allow programs to support school-day learning and basic needs as necessary.** With students learning at home, the distinction between

school-day learning and expanded learning has blurred. Schools should decide on a case-by-case basis if student learning is better supported by integrating expanded learning staff in school-day activities or provide learning opportunities that complement school instruction.

“SJPLF’s guidance and flexibility has been very helpful because this is new to everybody... Having that flexibility to make decisions at a local level has been very helpful. Continuing to provide flexibility and make decisions with districts, not for districts, is the way to go.”

-Campbell District Leader

- **Consider how reporting requirements can strengthen, or hamper, student support over the next year of the grantee cycle.** The

traditional metrics that the city and SJPLF have used to assess academic achievement and engagement in expanded learning programming may not be feasible or may require significant effort on the part programs while schools engage in distance learning. As district, school, and expanded learning staff are investing significant time and resources in identifying and strengthening distance learning practices and strategies, SJPLF should be judicious in determining what programs are required to report in the 2020-2021 grant cycle to not overburden grantees. **Given the current context, we recommend that evaluation requirements prioritize continuous improvement and learning over accountability.**

- **Maximize the power of the CoP as a vehicle for peer learning.** With programs operating in uncharted territory where many of the field’s traditional promising practices are not possible, the transition to monthly meetings is critical to allow programs to share effective strategies in real time. Shortening the meetings to 45 minutes eases the burden on programs yet may not provide enough time for participants to fully share. Potential options for maximizing the CoP include holding optional post-meeting break outs or holding optional virtual meet-ups focused on specific areas of interest.
- **Consider drawing on city resources, such as library staff, to support technological literacy in the community during distance learning.** Program staff are working hard to meet the various needs of students and families and believe greater support from city partners, particularly around technology, would promote student engagement. A leader from Think Together suggested that others in the city may have more expertise around technological support and that identifying other entities to provide this support would allow programs to refocus on directly engaging students in learning activities.

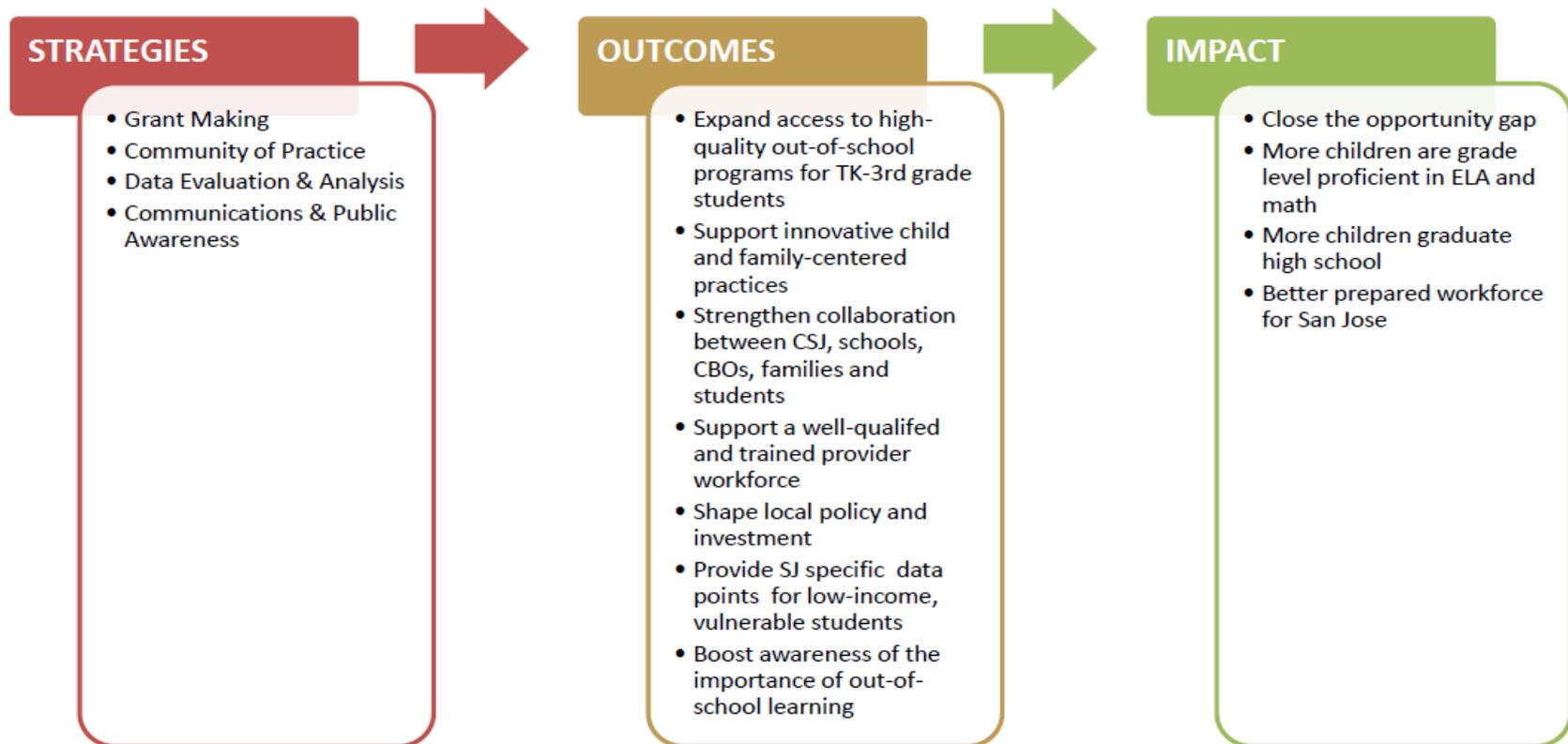
Throughout this year, SJ Learns expanded learning programs have filled a critical need in the community—both expanding access to expanded learning and supporting programs in providing high quality, enriching experiences. Since the shelter-in-place order, they have demonstrated flexibility, innovation, and strong partnerships as they refocused on helping families meet their basic needs, supporting student wellbeing during a traumatic time, and reimagining how expanded learning partners can support distance learning in uncertain times.

Appendix A. Theory of Change



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 peers¹. 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.



¹ 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.

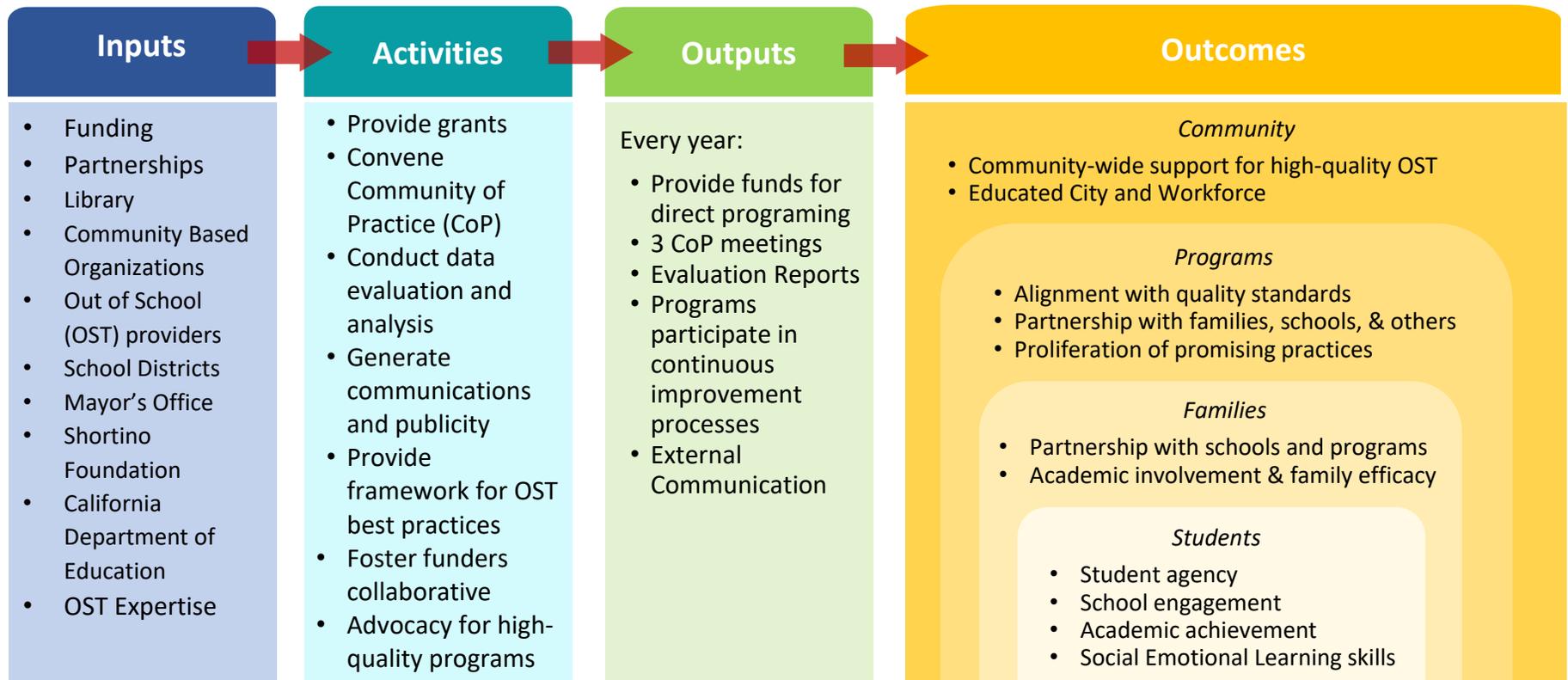
We can create change by replicating best practices, learning from national models and developing a 21st Century 'city as a classroom'.



Appendix B. 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 José are college, career, and life ready.

Outcomes

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

Appendix C. List of Interview Respondents

Alum Rock School District

- Jonathan Natividad
- Rene Sanchez
- Sandra García

Partner (Think Together)

- Aldo Toscano
- Daren Howard
- Inez Acevedo
- Ricardo Molina
- Stacy Galdamez

Partner (Springboard Collaborative)

- Jeff Feinman
- Lauren Eisenmann
- Rebecca Jensen

Campbell Union School District

- Cindy Munoz Estrada
- Concepcion Gonzalez
- Lizeth Gonzalez
- Jeanette Llanos
- Marco Chavez
- Sandy Pena
- Valerie Antillon
- Vanessa Zepeda

Franklin-McKinley School District

- Mariana Alvarez
- Elizabeth Herbstreith
- Yelitza Pena

Partner (Catholic Charities of Santa Clara County)

- America Aguirre
- Brenda Flores Calderon
- Jennifer Interiano
- Lucia Sanchez
- Mayra Aguino

Rocketship Public Schools

- Emilie-Ariel Letourneau

Partner (YMCA of Silicon Valley)

- Tina Bernal
- Juan Corpus
- Kassandra Villaneda

We would also like to thank the parents and family members who shared their experiences with our team and will remain anonymous.

Appendix D. Program Activities During Distance Learning

SJ Learns Program Activities During Distance Learning (March – August 2020)

Supports for Students and Schools	Supports for Families, Staff, and Communities	Support for Summer
Alum Rock and Partners: Think Together (school year) and Springboard Collaborative (summer)		
<ul style="list-style-type: none"> • Live, virtual enrichment sessions (2x a day via Zoom); one for younger students (TK-2) and one for older students (3-6). • Virtual tutoring or homework support, lesson plans and activity packets for students • Live, virtual support to teachers in their classes 	<ul style="list-style-type: none"> • Support for parent communication and translations • Professional development for program staff on technology, expectations, best practices in online settings, online safety. 	<ul style="list-style-type: none"> • Springboard Collaborative provided a fully virtual summer literacy program, including all materials and books needed to participate. • In place of home visits, program teachers reached out to all families to connect, and parent workshops operated virtually.
Campbell Union		
<ul style="list-style-type: none"> • Virtual afterschool sessions for students to connect via Zoom or Google Classroom, with resources and activities for enrichment and mindfulness • Weekly newsletter with activities for SEL, STEM, literacy and math requiring very little materials. 	<ul style="list-style-type: none"> • Partner organization donated vegetable plants, and the district and schools distributed to families. • Professional development for program staff on yoga and other mental health supports, inclusion and SEL. 	<ul style="list-style-type: none"> • At time of report intended to use the summer period to strategize ways to best reach and support students and families.
Franklin-McKinley and Partner: Catholic Charities		
<ul style="list-style-type: none"> • STEM activity kits sent to students each week with materials for 2-3 activities 	<ul style="list-style-type: none"> • CORAL staff collaborated with the Family Resource Center (FRC), also run by Catholic Charities, to 	<ul style="list-style-type: none"> • At time of report intended to hold in-person summer program.

<p>kids and families could do together.</p> <ul style="list-style-type: none"> • E-newsletters sent to families with ideas for at-home activities • Supported district with technology and Wi-Fi device distribution • Distributed “wellness kits” 	<p>support food distribution in partnership with Second Harvest Food Bank, connect with families, and refer families to other services that they or the district could provide.</p> <ul style="list-style-type: none"> • Facilitated online gatherings of families. 	
<p>Rocketship and Partner: YMCA</p>		
<ul style="list-style-type: none"> • Weekly newsletter with curriculum, physical and academic enrichment activities, and SEL ideas for supporting families in explaining situation to their children. 	<ul style="list-style-type: none"> • Supported schools by calling families to check-in and connect them to resources for basic needs or accessing technology. • YMCA provided three essential worker camps in Morgan Hill, in the West San Jose area, and at El Camino hospital. • Alma served 3,000 meals per day with YMCA staff supporting. 	<p><i>Not funded for programming in summer 2020.</i></p>

Appendix E. Methodology and Data Limitations

Calculating Participant and Program Demographic Comparisons

In an effort to understand how SJ Learns participants compare to the student populations of their host schools and districts, and the city of San José, SPR collected publicly available data from the DataQuest site maintained by the California Department of Education (CDE).¹ Because of SJPLF’s particular interest in expanding access to enrichment opportunities for English Learners (EL) and students from low-income families in the city of San José, we focused our comparison of SJ Learns participants to non-participants at schools within San José city limits. The table below provides definitions of the items used to make comparisons in the body of the report.

Data Definitions

Term	Data Source	Total N	Notes
SJ Learns Participants: students who attended an SJ Learns-funded program during summer 2019 or 2019-2020 school year	Programs’ end of year reports, submitted to SJPLF in July 2020	842 students	This is the total number of SJ Learns participants for whom EL status was provided in program data reports (95% of participants).
Non-Participants: students at San José elementary schools across the four funded districts that did not participate in SJ Learns	CDE DataQuest, 2019-20 Annual Enrollment Data by Subgroup	14,419 students	The number of non-participants was calculated by subtracting the number of participants from the total number of students attending an San José elementary school in each district.
Students at Funded Sites: All students at an SJ Learns funded school site (participants and non-participants)	CDE DataQuest, 2019-20 Annual Enrollment Data by Subgroup	6,079 students at 13 schools	Data on student-level socioeconomic status was not available, so we compared school-level populations of funded school sites and non-funded school sites.
Students at Non-Funded Sites: All students at San José elementary schools in each district that did not receive SJ Learns funding.	CDE DataQuest, 2019-20 Annual Enrollment Data by Subgroup	9,223 students	Data on comparison sites was not available for Rocketship.

¹ <https://data1.cde.ca.gov/dataquest/>

City Average: Average EL or socioeconomically disadvantaged rate for elementary schools in San José.	CDE DataQuest, 2019-20 Annual Enrollment Data by Subgroup	60,143 students at 112 schools	Schools were included in this calculation if its address was listed as in the city of San José (includes schools across 14 districts).
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Calculating Average Attendance Hours

The student-level data provided in end-of-year program data reports included total hours of program attendance. In order to calculate average hours of attendance per day, we divided total hours of attendance by the total number of program days for each student. The total number of program days was based on the start and end dates of programs as provided in the mid-year and end-of-year program data reports, and review of district calendars. The table below describes the number of days we calculated for each program. Our primary assumption was that programs operated five days per week, except for national holidays and other school holidays as indicated on district calendars. Additionally, because programs did not report attendance after schools in Santa Clara County closed on Monday, March 16, 2020, we used Friday, March 13 as the end date for all programs.

Number of Program Days

School District	Summer School Dates	Days of Summer Program	School Year Dates	Days of School Year Program
Alum Rock	6/24 to 7/30	25	8/20 to 3/13	125
Campbell	6/24 to 7/26	24	8/22 to 3/13	122
Franklin-McKinley	6/19 to 7/17	19	8/19 to 3/13	119
Rocketship	6/17 to 7/26	29	8/14 to 3/13	125

Calculating Student Academic Growth

For the purposes of this report, 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.

The table below lists the types of literacy assessments used by each program across the four grantee districts. One program assessment, NSGRA, uses a scale that is not numeric (used at Franklin McKinley). For this assessment, we converted the letter scores to a corresponding number

in order to calculate academic growth. For example, a score of A was converted to 1, B to 2, C to 3, etc. Growth was still calculated by looking at the difference between the baseline and final scores. For the purposes of this report, we included students who scored the highest possible score in their baseline assessment in the analysis.

Literacy Assessments Used by Programs

District	Program (Afterschool / Summer)	Assessment(s)
Alum Rock Union Elementary School District	Think Together (Afterschool)	<ul style="list-style-type: none"> English Letters identified
	Springboard Collaborative (Summer)	<ul style="list-style-type: none"> i-Ready
Campbell Union School District	Afterschool ²	<ul style="list-style-type: none"> DIBELS i-Ready IStation
	Summer	<ul style="list-style-type: none"> DIBELS
Franklin-McKinley School District	Catholic Charities (Afterschool/Summer)	<ul style="list-style-type: none"> NSGRA
Rocketship Public Schools	YMCA (Afterschool/Summer)	<ul style="list-style-type: none"> MAP

Districts provided student assessment data for summer and school year programs in their end-of-year report to the Foundation in July 2020. Programs operating school year programs did not provide end-of-year assessments (due to school closures), so interim assessments conducted between December and March were used to calculate growth. Because some programs did not report pre- and post-assessment scores for all students, we were not able to assess academic growth for all participants. The table on the following page shows the percent of program participants in each district for whom complete assessment data was provided.

² Blackford, Lynhaven, and Rosemary Kindergarteners through second graders took DIBELS; Blackford, Lynhaven, and Rosemary third graders took i-Ready; Sherman Oaks Kindergarteners through third graders took IStation.

Percent of Participants with Complete Assessment Data

School District	Summer Program		School Year Program	
	Percent with Complete Data	Total Program Participants	Percent with Complete Data	Total Program Participants
Alum Rock	86%	152	57%	111
Campbell	81%	73	46%	296
Franklin-McKinley	80%	107	86%	131
Rocketship	91%	55	100%	40

Student Data Limitations

There are several limitations that are important to consider when interpreting student data used in this report:

1. Without comparison data, there is no way to ascertain how much growth these students would have made in the absence of their SJ Learns program.
2. The number of different assessments used across the programs makes it challenging to understand growth across the initiative. Some assessments are norm-referenced, testing a range of skills that supersede grade-level, while others are criterion-referenced, focusing only on grade-level standards. Additionally, not all assessments are standardized, meaning they are not necessarily valid and reliable.
3. Because of the extent of missing data, findings are not representative of all participants.

Appendix F. Participant Demographics by Program

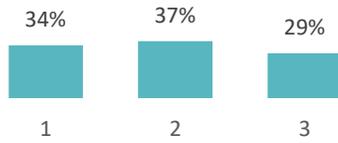
Alum Rock Union School District

Summer Provider: Springboard Collaborative

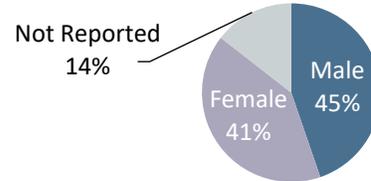
2019 Summer Program

Number Served: 152

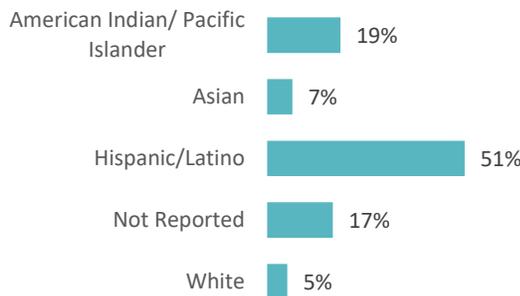
2019-2020 Grade Level



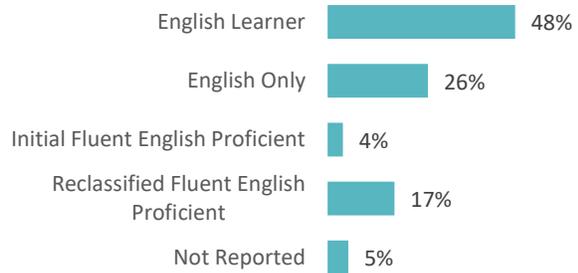
Gender



Race/Ethnicity



English Language Proficiency

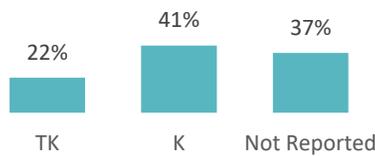


School Year Provider: Think Together

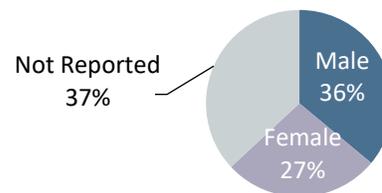
2019-20 School Year Program

Number Served: 111

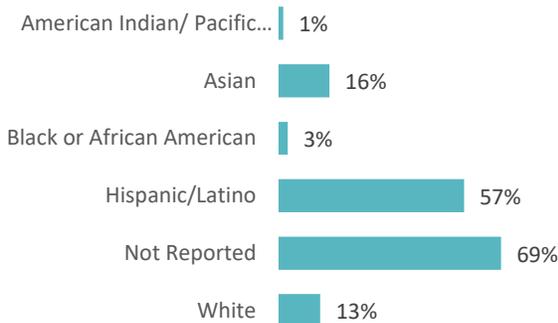
2019-2020 Grade Level



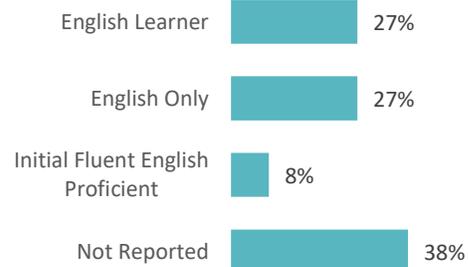
Gender



Race/Ethnicity



English Language Proficiency

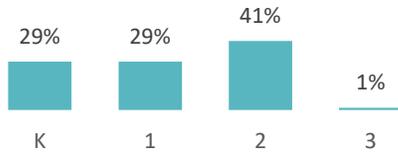


Campbell Union School District

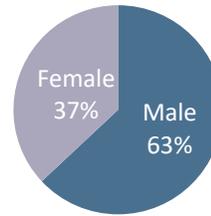
Summer Program

Number Served: 73

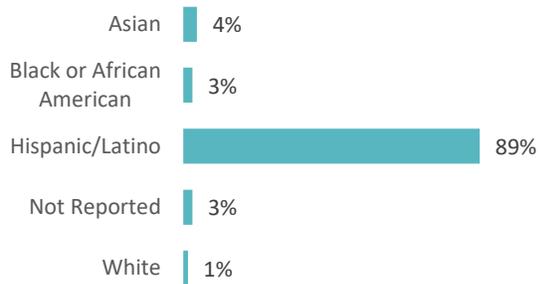
2019-2020 Grade Level



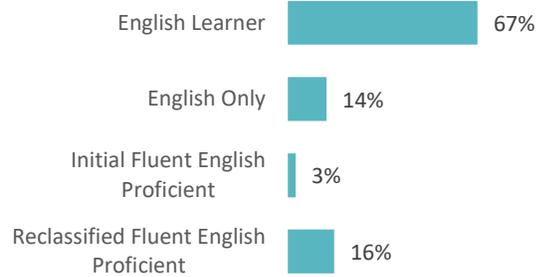
Gender



Race/Ethnicity



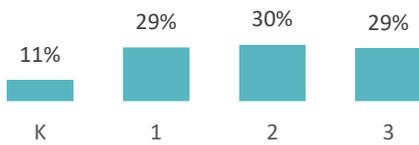
English Language Proficiency



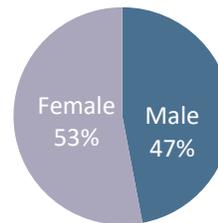
School-Year Program

Number Served: 296

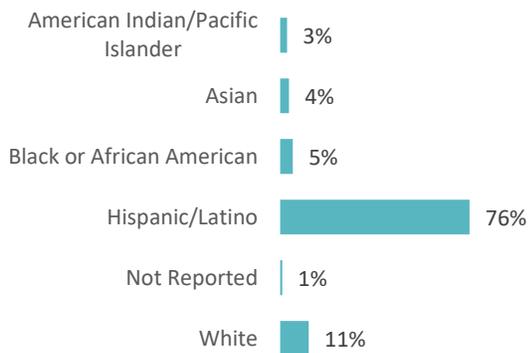
2019-2020 Grade Level



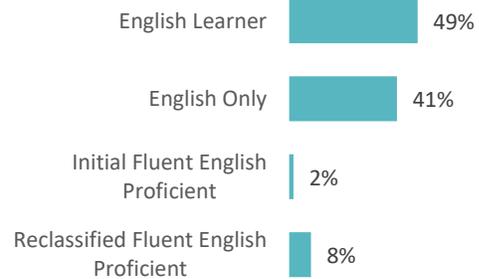
Gender



Race/Ethnicity



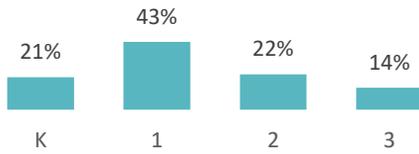
English Language Proficiency



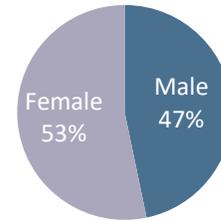
Summer Program

Number Served: 107

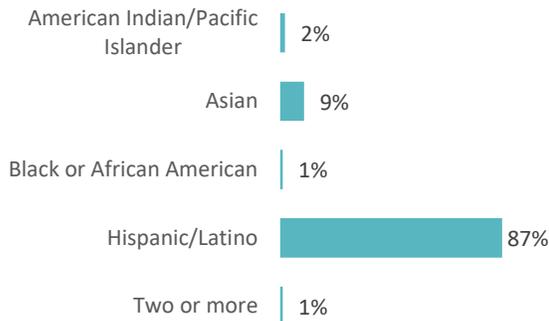
2019-2020 Grade Level



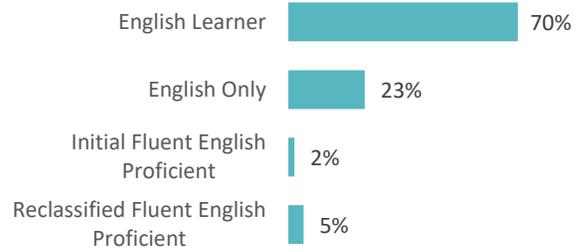
Gender



Race/Ethnicity



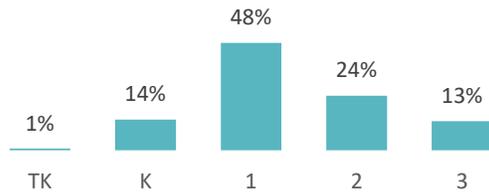
English Language Proficiency



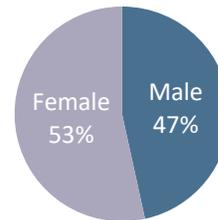
School-Year Program

Number Served: 131

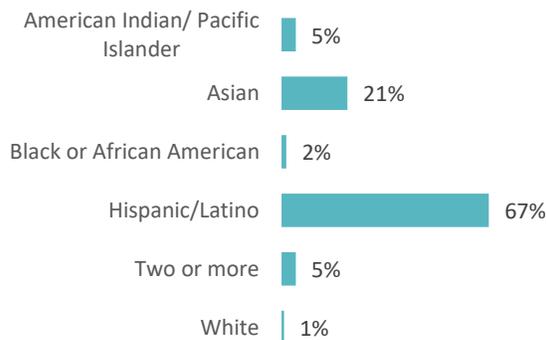
2019-2020 Grade Level



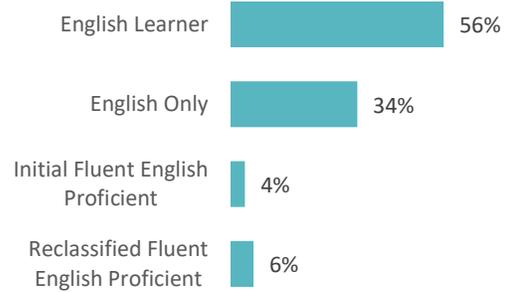
Gender



Race/Ethnicity



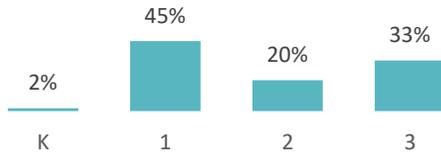
English Language Proficiency



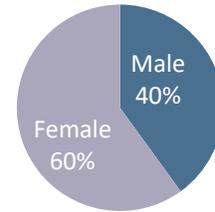
Summer Program

Number Served: 55

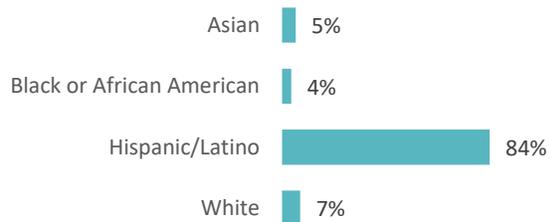
2019-2020 Grade Level



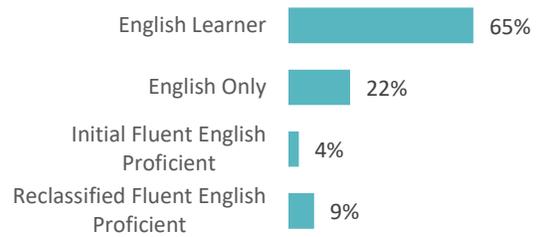
Gender



Race/Ethnicity



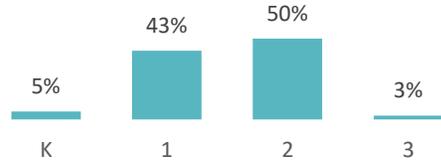
English Language Proficiency



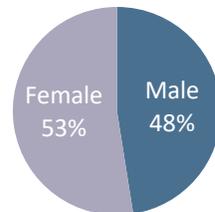
School-Year Program

Number Served: 40

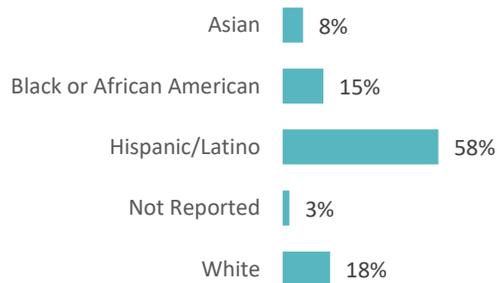
2019-2020 Grade Level



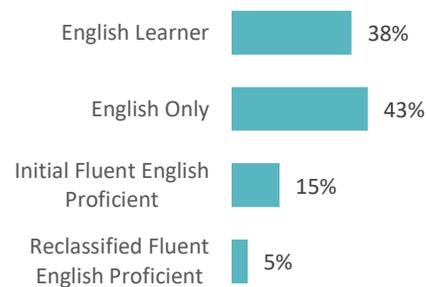
Gender



Race/Ethnicity

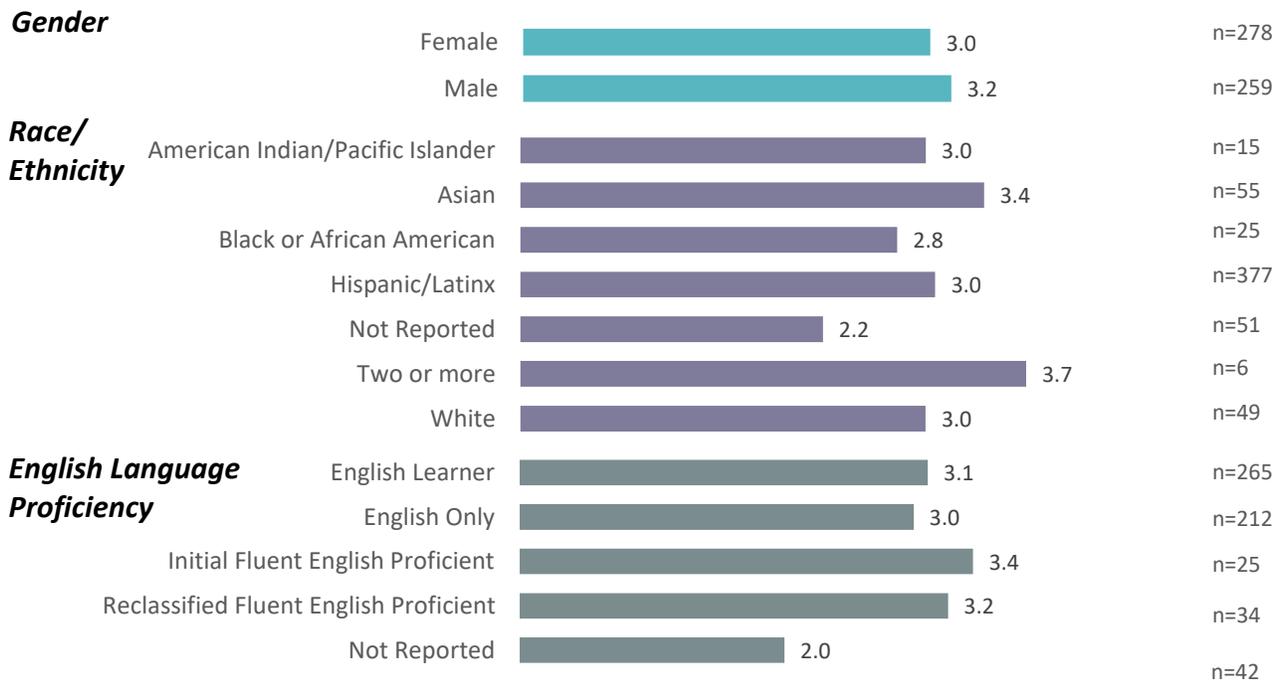


English Language Proficiency

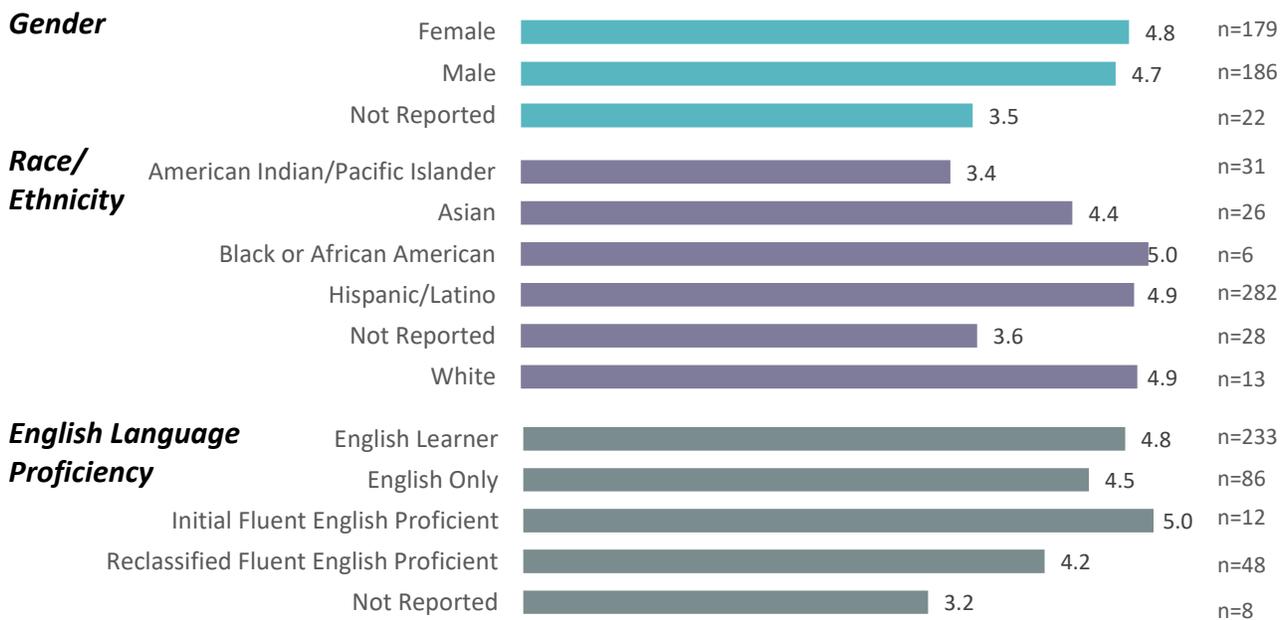


Appendix G. Program Participation by Sub-group³

School Year Program Participation by Subgroup (Average Daily Hours)



Summer Program Participation by Subgroup (Average Daily Hours)



³ To protect student confidentiality, only categories with at least five students are included. The total number of participants in school year programs is 578, and for summer programs is 387.

Appendix H. Logic Model Evidence and Supporting Activities

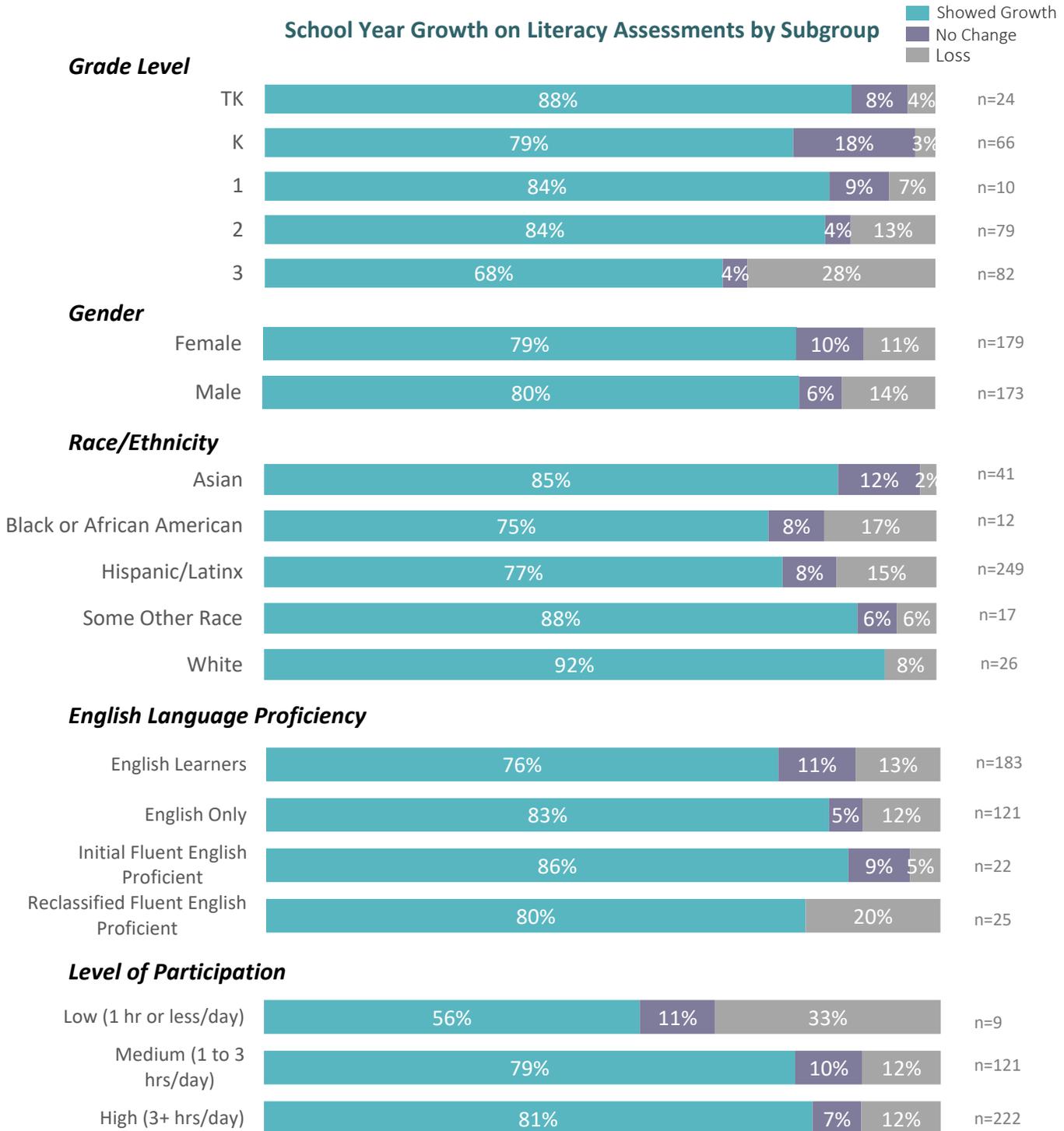
This table summarizes the evidence and supporting activities for SJ Learns progress towards key outcome areas as identified by the Advisory Committee and described in Sections 3 through 5 of the Annual Report.

SJ Learns Outcome Areas: Evidence and Supporting Activities

Level	Outcome Area	Evidence and Supporting Activities
Student Outcomes 	Academic Achievement	<ul style="list-style-type: none"> 80% of students attending school year programs gained literacy skills. 70% attending summer programs maintained or gained literacy skills. Kids practice math and reading concepts from through fun, engaging activities and engage in project-based learning activities designed to pique their interest in math and reading.
	Student Agency and School Engagement	<ul style="list-style-type: none"> Students make choices about how they want to spend their time. Programs use student surveys, leadership opportunities, and voting on activities to promote student agency. Students engage in reflective practices such as journaling. Parents and principals praised the ability of expanded learning staff to form bonds with students that allow them to engage more completely at school.
	SEL Skills	<ul style="list-style-type: none"> Programs infuse SEL curriculum, community builders, mindfulness practices, and intentional language aligned with school-day teachers. During distance learning, virtual programming focused primarily on social-emotional wellbeing and building connections with and between students.
Family Outcomes 	School & Community Partnership	<ul style="list-style-type: none"> Family orientations, informal conversations, and family events build a foundation of trust and partnership between programs and families. Programs provide connections to a robust menu of resources, including access to English classes, parenting workshops, and food.

		<ul style="list-style-type: none"> • During distance learning, programs supported food distribution, access to devices, and connections to resources.
	Academic Involvement/ Efficacy	<ul style="list-style-type: none"> • Program staff serve as a bridge between families and school-day staff. • Online platforms allow staff to send family updates on academic progress, upcoming events, and afterschool projects. • Family events and parent workshops build parent capacity to support literacy and learning at home. Distance learning workshops focused on technological skills needed for distance learning and how families can support their students.
Program Outcomes 	Alignment with Quality Standards for Expanded Learning	<ul style="list-style-type: none"> • Programs are implementing their CQI process as planned using tools aligned with the CA Expanded Learning Standards, multiple stakeholders participate in assessments, and site coordinators are very knowledgeable about the process.
	Partnerships	<ul style="list-style-type: none"> • Schools, districts, and providers maintained strong partnerships, with programs utilizing multiple strategies to align school-day and expanded learning. • Programs have identified vehicles to gather and incorporate family and student voice to enhance expanded learning opportunities. • District, school, and CBO staff worked together to identify the role of expanding learning staff in supporting distance learning, with school staff taking the lead in decisions.
	Promising Practices	<ul style="list-style-type: none"> • Programs use computer-based literacy software to serve students and online communication platforms to engage teachers and parents. • The SJ Learns Community of Practice supported programs in identifying best practices for staff recruitment and retention and integrating expanded learning quality standards.

Appendix I. Academic Outcomes by Subgroup⁴

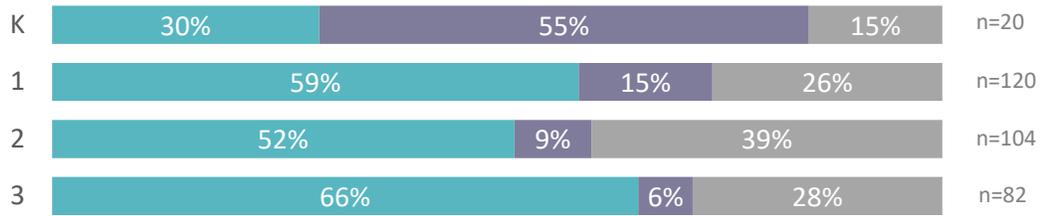


⁴ To protect student confidentiality, only categories where at least five students have assessment data are included. Students for whom demographic data was not provided are not included. The total number of participants in school-year programs for whom assessment scores are available is 352, and for summer programs is 326.

Summer Growth on Literacy Assessments by Subgroup



Grade Level



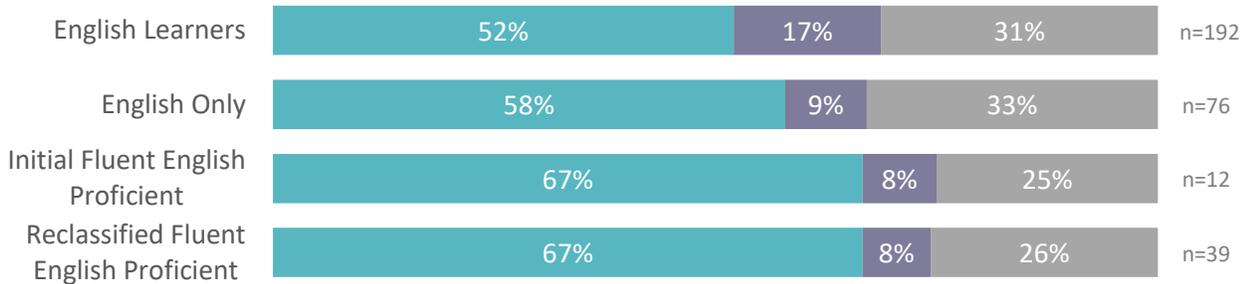
Gender



Race/Ethnicity



English Language Proficiency



Level of Participation



Appendix J. California Quality Standards for Expanded Learning

A partnership between the California Department of Education After School Division and the California After School Network Quality Committee created the California Quality Standards for Expanded Learning Programs to serve as a framework to describe high levels of “Quality” of a program at the programmatic, staff, and participant levels. The framework includes twelve quality standards, shown below, and descriptions of what each standard should look like on the ground. For more information, see the California After School Network’s Quality Standards for Expanded Learning in California: Creating and Implementing a Shared Vision of Quality at https://www.afterschoolnetwork.org/sites/main/files/file-attachments/quality_standards.pdf?1490047028

