



2019-20

SITE REPORT

City Year San José/Silicon Valley



CITY YEAR'S RESPONSE TO COVID-19

During this unprecedented time of disruption in the schooling due to COVID-19, we know students continue to dream big and strive for academic success. Now, more than ever, the students that City Year serve need people who believe in their future—because students living in systemically under-resourced communities continue to face even greater challenges staying engaged in learning due to school closures. Since March 2020, City Year has rapidly adapted its service to respond to the needs of students and schools during COVID-19.

How will City Year serve in the virtual learning environment?

ADAPT TO THE NEEDS OF STUDENTS AND SCHOOLS

We are working closely with our school and district partners to support the ever-changing needs of the school community. With the human capital City Year brings to 13 East San José schools, we will help 7,000 students re-engage in their learning and recover from learning loss.

SUPPORT HOLISTIC STUDENT WELL-BEING

We are deploying 119 AmeriCorps members to provide social, emotional, and academic support to students remotely while schools are closed. Using research-backed and trauma-informed approaches, City Year will lead activities that contribute to students' physical and mental well-being as they navigate new experiences and challenges.

CONTINUE DEVELOPING LEADERS FOR LIFE

We are providing virtual leadership development, skill building and career support for our AmeriCorps members (ages 17-25) to prepare them for their current roles as Student Success Coaches and their transition after the school year into a range of professional fields.

OUR IMMEDIATE RESPONSE IN SAN JOSE/SILICON VALLEY



**DISTRIBUTED
SCHOOL MEALS**



**EQUIPPED STAFF &
CORPS WITH TECH**



**LED VIRTUAL
TUTORING SPACES**



**SUPPORTED
TEACHERS ONLINE**



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Dear City Year San José/Silicon Valley Champions,

The 2019-2020 school year brought unforeseen challenges and opportunities for needed change across our country and shared communities. While so much changed between August 2019 and June 2020, City Year's values and mission remained unshaken.

We are fighting to close the opportunity gap facing students from historically under-resourced communities, a gap that has intensified because of the COVID-19 crisis. Our work will not be complete until our vision is achieved - educational equity for every student in every neighborhood in the Bay Area. Some of our greatest assets in this vital work are our idealist service leaders, City Year AmeriCorps Members. Their tireless spirit and dedication this past year remind me that young people have the power to affect positive change in our community, one student and family at a time.

Throughout this year of significant challenges, we also experienced some incredible achievements. We celebrated a milestone year of 25 years of service to Silicon Valley and reflected on the collective difference City Year has made on the lives of over 55,000 students in our community. We bolstered our digital literacy programming in-school and afterschool with the support of our STEAM sponsors. Our annual MLK Day of Service set a new attendance record at 450 volunteers who beautified and transformed an East San José and City Year partner school with mural art, tree planting, and updated outdoor spaces. Finally, when schools closed their doors in Santa Clara County, we successfully transitioned our programming across our 14 partner schools to the virtual space, providing mentorship, tutoring, and additional learning spaces for our students.

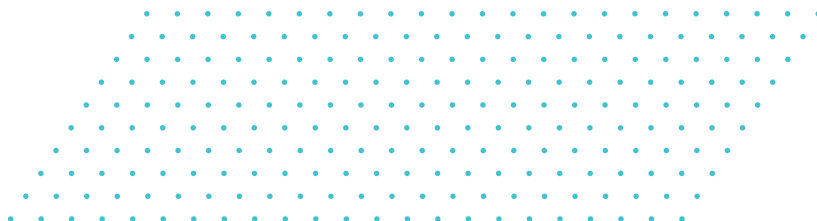
These successes and opportunities for growth would not have been possible without the investment of time, talent, and treasure from our entire community of supporters - City Year staff, AmeriCorps Members, teachers, administrators, parents, partners, donors, volunteers and policymakers. On behalf of the 7,000 San José students, families, and school district partners that City Year supported this past year, I extend a heartfelt appreciation to this community of unshaken supporters.

I encourage you to read the ways our City Year community came together to make a difference in the lives of others during the 2019-2020 school year.

Yours in service,

PETE SETTELMAYER

Vice President, Executive Director
City Year San José/Silicon Valley





WHAT WE DO

At City Year, we believe that developing the skills and mindsets of all children and young adults contributes to strong, vibrant communities.

City Year helps students and schools succeed. Diverse teams of City Year AmeriCorps members provide holistic support to students, classrooms and the whole school, helping to ensure that students in systemically under-resourced schools are prepared to thrive and contribute to their communities.

Due to systemic inequities that impact students of color and students growing up in low-income households, too many students across the country do not have access to the learning environments and resources they need to thrive. This lack of access to learning opportunities can lead to inequitable educational, health and economic outcomes.

City Year AmeriCorps members partner with schools to serve full time as student success coaches, helping students cultivate social, emotional and academic skills that are

important in school and in life. AmeriCorps members tutor students one-on-one or in small groups, help students stay focused in class, organize school-wide events, and run afterschool programs. Through their work, City Year AmeriCorps members not only make a difference in the lives of students, but also acquire valuable skills that prepare them to become civically engaged leaders.

City Year is contributing to a vision of what public schools can and should be for all children: places of learning, exploration and risk-taking, where every student feels safe and connected to the school community; where data informs practices that promote student growth and achievement; and where all students have access to positive, caring relationships and personalized learning environments that encourage them to persevere through challenges, build on their strengths and thrive.

HOW CITY YEAR WORKS IN SCHOOLS

City Year works closely with the school principal and teachers to deliver a suite of interconnected services that cost-effectively and efficiently improve student, classroom and whole-school outcomes.



Additional capacity in the classroom, supporting classroom management and providing and enabling differentiated instruction



Use of data to monitor student progress and better meet student needs



One-on-one and small group instruction in ELA and math with embedded social-emotional supports



Extended-day activities: after-school programming, homework assistance, enrichment curricula and civic projects that build and serve community



Small group social-emotional skill building sessions



Whole school activities that improve conditions for learning, engage families and inspire civic engagement





2019-2020 SERVICE IN SAN JOSÉ

“City Year’s investment in the future of thousands of San José students is so essential to everything we need in our city. They enable us to lift the opportunities and aspirations of students in our community each and every day.” - MAYOR SAM LICCARDO, CITY OF SAN JOSÉ

OUR REACH IN SAN JOSÉ



105 AMERICORPS
MEMBERS



14 SCHOOLS



7,000+ STUDENTS



200,000+ HOURS OF
SERVICE ANNUALLY

SCHOOL PARTNERS

ALUM ROCK UNION SCHOOL DISTRICT

Aptitud Community
Academy at Goss
Clyde Arbuckle Elementary
School
Sylvia Cassell Elementary
School
César Chávez Elementary
School

Horace Cureton Elementary
School
A.J. Dorsa Elementary
School
Donald J. Meyer Elementary
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Ryan STEAM Academy
San Antonio Elementary
School
Clyde L. Fischer Middle
School

Mathson Institute of
Technology
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EAST SIDE UNION HIGH SCHOOL DISTRICT

Mt. Pleasant High School
William C. Overfelt High
School

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OUR IMPACT IN SAN JOSÉ

81%

of 6-8th graders at Aptitud K-8 who received City Year tutoring in English received a C or higher in their English class.¹

44.2%

of students in the 2019 graduating class at Overfelt High School completed the requirements for admission to CSU/UC systems, up from 34.8% in 2015 when City Year first joined.²

82%

of City Year AmeriCorps member alumni from the 2020 class rated City Year had a positive impact on their career development experience.³

“ City Year has been one of our strongest school improvement partners. The positive energy, the care, and the commitment that City Year AmeriCorps members bring to our schools are invaluable.

— DR. HILARIA BAUER, SUPERINTENDENT, ALUM ROCK UNION SCHOOL DISTRICT

A MODEL FOR SCHOOL IMPROVEMENT

ACADEMIC GAINS

Students who received intensive tutoring supports in English or Math from City Year were on track by Spring 2020 to demonstrate academic growth as measured by assessments and report cards. At partner middle schools, **57% of English tutoring students and 53% of math tutoring students** received a C or higher in that subject in their most recent grading period.⁴

SOCIAL-EMOTIONAL DEVELOPMENT

Students who received behavior coaching and mentoring from City Year demonstrated strong social-emotional growth as measured by a new standardized tool - Devereux Students Strengths Assessment (DESSA). Students gained on average **4.6 composite points** as 4+ points indicates meaningful growth in skills such as decision making, social awareness, and self awareness.⁵

DIGITAL LITERACY EXPANSION

City Year **piloted a digital literacy program**, Booknook, at three partner schools, providing individualized literacy lessons and curriculum led by AmeriCorps members for students receiving English tutoring. Additionally, City Year and AbbVie equipped three partner schools with new technology to **expand computer science enrichment**.

AFTERSCHOOL PROGRAM GROWTH

City Year increased enrollment in its no-cost, STEAM-based afterschool programming at 12 schools to **1,221 students who each received 400+ hours** of academic and social-emotional enrichment programming.⁶

1 2019-2020 third quarter course performance in English courses, Gr. 6-8, n=22; 2 California State University and University of California a-g requirements, receiving a C- or better on minimum eligibility courses needed for enrollment. For 2015, n=256 (total graduates). For 2019, n=269 (total graduates); 3 2020 End of Year AmeriCorps Member Survey, n=100; 4 2019-2020 third quarter course performance in English and Math courses across four City Year partner middle schools, Gr. 6-8. For English, n=128. For Math, n=125; 5 2019-2020 Behavior growth measured by Devereux Student Strengths Assessment, a standardized, norm-referenced measure of social and emotional competencies. Average composite score growth reported from aggregate student cohorts across 12 of 14 City Year partner schools, n=459 (students). 6 2019-2020 Extended Learning Time (ELT) program average daily attendance and hours served between August 2019 and March 2020. For attendance, 844 (elementary) and 377 (middle). For hours served, ELT run time was 3.5 hours/day and ran 147 days.



OUR NATIONAL IMPACT

Connecting Social-Emotional Development, Academic Achievement, and On-Track Outcomes: A Multi-District Study of Grade 3 to 10 Students Supported by City Year AmeriCorps Members

Data from 2017-2018 school year • 38,131 students • 326 schools • 28 cities • 20 states • Grades 3 to 10
Everyone Graduates Center (2020)

A new study by the Everyone Graduates Center (EGC) at the Johns Hopkins University School of Education provides strong evidence that City Year's holistic approach to providing school-based interventions is successful in advancing student social, emotional and academic outcomes in public schools, specifically schools that predominantly serve students of color and students from low-income families.

KEY FINDINGS

1 There is a statistically significant, consistent relationship between student social-emotional skills and academic outcomes, with an enhanced impact in the ninth grade.

The study found that moving up one level in social-emotional skills¹ is like gaining an entire school year of achievement growth in math or English Language Arts for students in grades 3 to 10.

Student social-emotional skills account for a substantial amount of the variation in their academic outcomes—an impact comparable to that of student family backgrounds²—reinforcing the argument that strengthening social-emotional skills is a viable path to improving academic outcomes among all students.

2 Students who received support from City Year AmeriCorps members demonstrated improved social, emotional and academic outcomes.

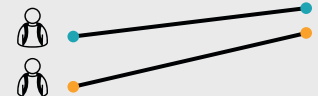
The more hours students spent working with an AmeriCorps member, the more likely students were to improve their social-emotional competencies by the end of the year; students with stronger social-emotional outcomes had better academic outcomes in terms of course grades, achievement tests, and predictive indicators of high school graduation.

The more hours students spent receiving support from a City Year AmeriCorps member in either English Language Arts or math, the higher were the student academic

outcomes in the related subject area and attendance. The gains for students are equivalent to two-to-four months of learning.

Students who began the year with the lowest attendance rates, grades or test scores and those with the lowest social-emotional skills benefited the most from receiving one-on-one support from an AmeriCorps member.

Students who started furthest behind saw the *most* benefit from support from City Year AmeriCorps members.



3 Greater impact is seen when social-emotional skills are integrated into math and English Language Arts (ELA) interventions, such as when an AmeriCorps member demonstrates how to persist through challenges to complete a task while teaching a math lesson.

Time spent with an AmeriCorps member in math or ELA had direct impact on those academic areas and significant indirect impacts by improving social-emotional outcomes.

Interconnected skills for learning



¹ As measured by the Devereux Student Strengths Assessment (DESSA), a standardized, norm-referenced measure of social and emotional competencies.

² Based on analysis of effect sizes from other research. For more information, please refer to the study at every1graduates.org/connectingoutcomes.



Connecting Social-Emotional Development, Academic Achievement, and On-Track Outcomes

BACKGROUND

Released in May 2020 with support from the Bill & Melinda Gates Foundation, “Connecting Social-Emotional Development, Academic Achievement, and On-Track Outcomes: A Multi-District Study of Grade 3 to 10 Students Supported by City Year AmeriCorps Members” is among the first large-scale studies—multi-city and multi-grade—to explore the relationship between social-emotional development and academic and on-track outcomes for students attending systemically under-resourced public schools.

The research contributes to a growing evidence base on the interconnection of social, emotional and academic development and supports what we have learned in partnership with schools and districts: A holistic, integrated approach that nurtures students’ social, emotional and academic development is essential for student success.

Based on data about students served by City Year, the findings can help educators and policymakers advance the argument that social-emotional skill development must be a fundamental part of K-12 education.

IMPLICATIONS

This analysis supports City Year’s Whole School Whole Child approach, which is informed by decades of experience partnering with schools and a growing body of research on how students learn and how adults can help create learning environments that strengthen and improve academic and long-term outcomes for young people.

This study demonstrates two ways City Year AmeriCorps members help improve academic outcomes: First, through direct support in English or math, which is related to improved grades in that subject and attendance; and second, through social-emotional support which is correlated with stronger academic outcomes.

These new findings offer additional evidence that positive school environments—in which students enjoy strong relationships, feel trust and have a sense of belonging—combined with research-based interventions designed to meet student needs are critical for student and school success and should be accessible to all students. Thus, AmeriCorps members play a critical role as Student Success Coaches (SSCs) in systemically under-resourced schools, supporting teachers, adding classroom capacity and serving as near-peer tutors, mentors and role models to students.

An accompanying guide, based on City Year’s experience and designed for practitioners and policymakers, provides additional tools, practices and recommendations for integrating social, emotional and academic approaches to support improved student and school outcomes. The guide will be updated regularly as we continue to learn alongside our school and district partners. The guide can be found at cityyear.org.



WITH APPRECIATION



We thank our champions who have supported
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City Year helps students and schools succeed. Diverse teams of City Year AmeriCorps members provide support to students, classrooms and the whole school, helping to ensure that students in systemically under-resourced schools receive a high-quality education that prepares them with the skills and mindsets to thrive and contribute to their community. A 2015 study shows that schools that partner with City Year were up to two-to-three times more likely to improve on math and English assessments.

A proud member of the AmeriCorps national service network, City Year is supported by the Corporation for National and Community Service, local school districts and private philanthropy. City Year partners with public schools in 29 communities across the U.S. and through international affiliates in the U.K. and South Africa.



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