

EXHIBIT A

City of San José, California

COUNCIL POLICY

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EFFECTIVE DATE	REVISED DATE	
APPROVED BY COUNCIL ACTION: February 11, 2020, Item 7.1, Res. No. 79400.		

Background

On June 15, 2016, the Rules and Open Government Committee directed the City Manager to “develop a citywide strategy for supporting education and digital literacy, in consultation with our schools, nonprofit afterschool and summer service providers, foundations, the Santa Clara County Office of Education (SCCOE), and the community.”

On September 1, 2016, the City Manager issued a memorandum designating the City Librarian as lead staff in coordinating an Education and Digital Literacy Initiative and the activities of the Schools/City Collaborative (S/CC).

May 7, 2018 the City Council adopted the Education and Digital Literacy Strategy and directed Library staff to complete additional work to: establish quality standards for all City-funded, sponsored, or endorsed programs; convene an expanded learning collaborative network; draft an education policy for future consideration; and provide annual and programmatic reports to Council through the Library and Early Education Commission and Neighborhood Services and Education Council Committee.

Purpose

The Education Policy is intended to establish the City’s core values and perspective on education as a significant indicator of quality of life. The policy guidance for the three major functions of the City’s support of education: programming, alignment with other City policies, and the operational functions that support this work. Further, this policy provides guidance for the citywide governance and administration of this cross-departmental work, a framework for the annual review of outcomes, and the structure of the City-Schools Collaborative.

Policy

The academic success of San José’s youth is a significant indicator of the future prosperity of our communities. The City invests resources into programs and services that are intended to support educational attainment and development of our youth. In

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partnership with schools, school districts, and educational service providers throughout the region, the City will leverage its strengths in serving the whole community, using data to assess progress and identify gaps, and realigning specific programs, facilities usage, and other City assets as needed for the purpose of advancing educational outcomes and academic success for San José youth.

The Education Policy is driven by four core values:

- **Equity** of access to quality educational experiences for all children in San José is essential and must be cultivated by actively removing barriers;
- **Opportunity** to experience a wide variety of educational options extended to all learners, connecting students to skills-based learning, mentors, and potential career pathways;
- **Quality** of program offerings must be aligned with evidence-based practice and include the application of standards for student learning and assessment of program efficacy; and
- **Accountability** to our youth and their families with rigorous oversight through outcomes-based data and reporting on the resource investment in learning and education.

This policy is not intended to place the City in a position of supplanting the good and necessary work of schools. This policy is also not intended to direct or guide the City to take on responsibilities that would traditionally be carried out by schools or school districts. The system of public education is complex, and from time to time various parts of the system face resource constraints. Especially in those instances, the Education Policy is intended to be used to reinforce the City's commitment in prioritizing the educational development and support of students and their families, guide decisions on how to develop and manage programming, ensure that equity, diversity, and inclusion is at the forefront of decision-making, and strategically integrate the value of high educational achievement and attainment for our residents throughout City policy.

Equity, Diversity, and Inclusion

The City of San José is one of the most diverse communities in the United States and strives to create a welcoming and safe place for all persons to call home. The City views its work in the education space with the same regard, and through the education efforts and services provided by or with City resources, seeks to provide a welcoming, safe, and fully accessible resource that supports and enables all individuals to achieve their full potential. City programs covered by this policy will make an intentional effort to build relationships with residents and program participants based on understanding, respect, trust, and a celebration of diversity, and will work to understand the whole individual in the context of family, culture, community, and the broader society to provide the best and most responsive service.

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Program and policy planning should be intentionally inclusive, regularly evaluate the needs of the population being served, engagement ratios in relation to the broader community, and make necessary corrections or changes to the programming, policy, or outreach model to effectively engage and serve the intended audience in an inclusive way. Staff will proactively work to confront biases that create educational barriers or limit the potential of individuals to achieve academic success and will promote equity and inclusion while recognizing that society has not resolved many systemic inequities. Through the City's pursuit of advancing academic success for San José residents, the City will celebrate diversity through including opportunities to appreciate and understand the wide variety of cultures and views that exist in our community. Specifically, the City will routinely evaluate the following work items to ensure that educational programming is fully responsive to the equity, diversity, and inclusion standards listed below:

- Program curriculum will be culturally responsive;
- Learning materials will feature a variety of ethnic, social, economic, cultural, ability, and linguistic representatives;
- Outreach materials will be provided in multiple languages and media platforms that reach a wide variety of community members;
- Program outcomes will be reviewed and evaluated with a racial, economic, and gender lens to understand how program participants of different populations are achieving in the program.

Scope

The Education Initiative seeks to align City programs, assets, and resources with educational development stages and cross-cutting strategies to ensure that San José residents have access to information and resources that increase their educational attainment throughout their life. The focus of the Education Initiative is on early education (ages 0-5), school-aged children and youth, college and career readiness, and digital inclusion, with an overarching focus on equity, diversity, and inclusion. Over time, and with the approval of the City Council, the Education Initiative may add focus areas that are relevant to meeting the educational needs of residents. This policy also provides the structure for the City's ongoing partnership with the Santa Clara County Office of Education and each of the school districts with enrollment areas inside the San José city limits, known as the Schools-City Collaborative.

Programming

Program Quality Standards

The Education Initiative should serve as a framework for the rescoping and realignment of existing City programming that impacts the educational attainment and achievement of residents, as well as the generation of new programming. Existing programming that directly serves children in a school or school-adjacent setting such as early education, school readiness, before and after school, education-related summer programming, and other out-of-school time programs that focus and align with skill development or

educational subject matter should fall under the Education Initiative and be germane to this policy. As new programs are developed, they will be subject to the same review and reporting processes as current programming.

All City programming is subject to this policy and will utilize the following framework:

- Programming curricula and structure is subject to a set of quality standards held by the Education Initiative,
- Programming is continually assessed using an assessment tool that sufficiently measures the program curricula and learning outcomes,
- Programming outcomes and continuous quality improvement plan is reported and reviewed annually.

Each thematic focus area associated with this initiative shall have quality standards that serve as a benchmark for ongoing review and assessment. The standards should be developed using existing validated standards for the developmental stage or subject matter, such as those issued by the State of California Department of Education. The quality standards should be applied to all City funded, operated, or endorsed programs.

Quality standards should be paired with an appropriate assessment tool to measure program growth and outcomes. On a regular but at least annual basis the City Council should review the level of quality and outcomes attained by applicable programs, as well as the required interventions or changes necessary to advance a program to the next quality threshold. Commitment to staff training will be essential and an ongoing component of program development and investment to ensure quality service delivery is achieved and continually advanced.

Operations

Use of Physical Resources

In the case that physical resources are being considered for a new or different use, opportunities to utilize the resource for City-operated or community partner educational programming should be explored among the City's top priorities and should be considered along with any other uses that are analyzed.

Resource Allocation and Funding

This section guides City staff on how to best navigate the complex work of allocating resources to education programs. Resource allocation requires the delicate balance of managing a responsible budget, while accepting and valuing that residents are funding programming through their tax dollars and that program fees may prevent those in greatest need from accessing the programs designed to help them succeed.

The City invests significant resources in educational and developmental programming for our residents. Where appropriate, Departments should work together to review and prioritize existing funds and resources to ensure programs align with city-wide priorities. Departments will need to be deliberate and innovative in identifying ways to use existing resources to meet the programming and staffing needs of the Education Initiative.

It is well documented that children and families most in need of educational support are also the most likely to face financial hardships and may be unable to pay program registration fees, if they exist. Programs and services germane to this policy should be financially sustainable yet be affordable and accessible to the City's diverse community. Some educational programs and services may have either little to no cost to attend, or a scholarship opportunity for the underserved population. The City Council may choose to provide policy direction to operate a program below the 100% cost recovery level.

When EDL reports are brought forward for public review, staff should articulate clearly the fiscal impacts of their plans to continue, expand, or make changes to the program. In alignment with the ongoing assessment of equity, diversity, and inclusion in EDL programming, program fees and scholarship funds should be routinely reviewed to ensure that the target community is not precluded from accessing these programs for financial reasons to the extent possible.

At a minimum, the City Council will receive an annual impact report on the EDL, which will outline the outcomes and impact of education efforts throughout the city. If additional funds are requested for educational programs through the annual budget process, those requests should align with the annual impact report findings for program growth or strategic re-positioning. City funds and program funding should not supplant or replace those that would otherwise be provided by school districts.

Governance & Oversight

Executing this policy to the fullest extent of the City's impact potential will take an ongoing and intentional effort from all levels of the organization. The following scope is intended to identify the general roles necessary to complete this work in an effective manner.

Program Development and Management: Departments and Offices throughout the organization may find programming associated with educational outcomes to be an effective service that relates to the core mission of their work. All education-related programming must be developed or augmented to align with the program quality standards that match the developmental stage or relevant subject matter. Under the authority of the City Manager, Departments are responsible for managing the day-to-day operation and making strategic decisions to ensure the best service to the community.

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Coordination and Reporting: The Library Department will provide the primary leadership and staff support to organize and manage the City's education efforts and effectuate this policy. In doing so, the Library is authorized to convene cross-departmental meetings that operate programs with an educational focus and manage an annual work plan. The Library is responsible for engaging and coordinating the City's efforts in education, including developing reports and evaluations for the City Manager and the City Council on programs hosted or managed by the City. In addition, the Library is authorized to convene the Schools-City Collaborative and manage the annual workplan, in keeping with this Policy.

The management of the Education Policy should generally not interfere with or take resources away from Library operations or funding for the Library collection. The Library should be diligent in the implementation and oversight of the Education Policy, with a focus on developing partnerships and external resources. When other funding is not available, programming with unmet needs should seek funding through the annual budget process, as appropriate.

Advisory Commission: The Library and Early Education Commission as outlined in the San Jose Municipal Code (SJMC 2.08.3230) will provide subject matter expertise and review of programming outcomes governed by this policy, in their advisory role to the City Council. The Library and Education Commission will review all programming outcomes related to this policy regardless of which Department conducts the programming. Programmatic reports that fit the scope of review for other commissions are encouraged to be taken to those bodies for review, as necessary and appropriate.

Executive Oversight: Reporting of educational programming and policy outcomes should be reviewed by the appropriate Council Committee, and the full City Council on an annual basis. This review should occur before annual budget deliberations begin.

City Policy Alignment

Education, educational attainment, and impact to educational outcomes should be a vital consideration in how the City is planned and built. While many decisions may not be viewed as having a direct impact on educational outcomes for students, how the environment is built is as critical to commonly accepted City goals like carbon emission reductions, illegal dumping and blight prevention, as it is in determining how our community can learn and grow.

Many City plans and policies, such as the general and specific area plans, long or short-term land use and transportation plans, and technology or telecommunications infrastructure plans, should actively consider how the relevant body of work impacts children and families. It is essential that they include long-term strategic planning for safe schools and communities, access to technology and internet capabilities, and support the development of learning institutions like libraries and community centers.

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Future revisions to existing and new plans of a similar nature should continue to include the same, if not a greater level of consideration.

The implementation of policies referenced above will be reported on in conjunction with the annual review of the education programming to the City Council.

Schools-City Collaborative

The Schools-City Collaborative was established as Council Policy 0-30 in 1997 to establish an important relationship between school districts and the City to discuss matters that were important to both groups. The body, co-chaired by the Mayor, has created an opportunity for significant information sharing, leveraging resources, and partnership development.

The City's education policies encompass and supersede Policy 0-30. The Schools-City Collaborative serves an important role in the City's ongoing education work.

It is the policy of the City of San José that formal relationships are established between the City, Santa Clara County Office of Education, and the local school districts and education providers to ensure positive communication and address areas of common interest for San José residents.

A. Mission and Scope:

A formal body comprised of the Santa Clara County Superintendent of Schools, school district superintendents and trustees, City of San José elected officials, and City of San José Department heads will convene as a Schools and City Collaborative (S/CC) on a regularly scheduled basis and operate under the following guiding principles:

1. Focus on the long-term benefits of City of San José families and students of the;
2. Operate in a cooperative manner which leverages the strengths of the City, Santa Clara County Office of Education, and school districts;
3. Work in a pro-active manner with open and honest dialogue;
4. Focus on 3-6 mutually identified priorities, with established measurable outcomes;
5. Be understanding of each systems challenges and constraints;
6. Be committed to results and be innovative in its solutions; and
7. Utilize our collective strengths to have a strong advocacy voice.

The mission of the Schools/City Collaborative (S/CC) is to advance the educational attainment of San José students. By developing and maintaining a strong collaboration between the City and school districts, the S/CC will identify the needs

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of students and align resources, programming, opportunities, and interventions to ensure equitable educational outcomes for all San José youth.

The S/CC will include the following development areas in its scope:

- i. Early education: Entering school ready to learn
- ii. Expanded learning: Learning at grade level
- iii. College & Career Readiness: High school and post-secondary completion, and employment
- iv. Digital Literacy: Information and media literacy, and the ability to access and use digital technology
- v. Data and assessment: Metrics and reporting on student outcomes and data collection, sharing, and privacy

The S/CC may, from time to time, include other policy and partnership opportunities that impact educational attainment, such as food scarcity, access to safe facilities and neighborhoods, housing, inclusion, discrimination, and other pertinent items.

B. Membership:

1. A coordinating board will be established to oversee the implementation of the identified goals and objectives of the S/CC. This board will consist of:
 - i. The Mayor of the City of San José;
 - ii. The Santa Clara County Superintendent of Schools
 - iii. The City Librarian
 - iv. The superintendents of all school districts and charter networks serving San José residents
 - v. One School Board Trustee from each school district;
 - vi. Executive leaders from early education providers, community colleges and universities, and career or technical education institutions;
 - vii. Three City of San José Councilmembers, as appointed by the Mayor;
 - viii. A representative from the City Manager's Office; and
 - ix. The Directors of City Departments as identified by the City Manager's Office.
2. The S/CC will be co-chaired by the Mayor, a primary school district superintendent, and a secondary school district superintendent, for a total of three co-chairs. The Santa Clara County Superintendent of Schools, and unified school district superintendents are eligible to serve in either primary or secondary school district co-chair role.

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- i. The School Superintendent Co-Chairs will be selected for the school year at the Fall meeting by consensus of the S/CC members present at the last meeting of previous Fiscal Year.
 - ii. The three co-chairs, the Santa Clara County Superintendent of Schools, and the City Librarian will comprise the Executive Committee with the charge of setting meeting agendas and facilitating convenings.
3. S/CC Work Groups comprised of S/CC members and/or their designated representatives along with other stakeholders invested in the successful completion of the annual work plan objectives will be convened in the intervening months between S/CC meetings. S/CC Work Group members will be led by a member of the S/CC Leadership group and/or their designated representative and include but are not limited to school board trustees; assistant superintendents or other school executives designated by the district superintendent; teachers authorized to participate; parents; students; nonprofit educational program providers.

C. Meeting Frequency & Operations:

1. The S/CC will meet with the full membership a minimum of two times per year:
 - i. Fall: All Members – Annual Meeting; workplan approval and co-chair selection
 - ii. Spring: All Members – Workplan Review
2. On an annual basis the S/CC will establish and/or update a written and measurable work plan that is based on its top mutually identified priority area(s) that align with the City's education goals. As noted in the membership section, the Work Groups will meet in the intervening months to address annual workplan priorities.
3. The S/CC will report its progress through an identified City Council committee at a minimum of once per year as managed through the City Manager's Office.
4. Library Department staff will work with the City Manager's office and other key City staff to implement this policy in a manner that aligns with existing Municipal Code provisions or existing City policy.