

School2Home Evaluation Report 2016-2017 School Year

Prepared by Educational Support Systems

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School2Home 2016-2017 EVALUATION REPORT

EXECUTIVE SUMMARY

Introduction

School2Home is designed to close both the Achievement Gap and the Digital Divide by integrating the use of computing and broadband technologies into teaching and learning at low-performing middle schools throughout California. This focus allows School2Home to reach students who are statistically less likely to perform well in school and more likely to lack access to digital tools compared to their peers in more affluent schools. The California Emerging Technology Fund (CETF) sponsors and manages School2Home which is implemented in collaboration with local district and school leaders. School2Home provides a systemic approach to: (1) improve student educational performance by building on principal leadership together with teacher professional development in order to infuse technology into their instructional practices; and (2) increase meaningful parent engagement in low-income communities.

Problem and Significance

Research has shown that increased parent involvement is largely a function of whether administrators and teachers know how to involve parents and provide families with easy access to student information with an improved understanding of instruction and assessment. Effective family and community engagement requires a two-pronged approach: (a) training and coaching of principals and teachers on how to involve parents effectively and consistently while supporting student learning and engagement; and (b) offer Digital Literacy training for parents on collaborating with teachers, finding instructionally-relevant online resources, access student assessment information, and utilizing applications in support of their child's learning.

Approach and Goals

School2Home is the only initiative in California with a major focus on such extensive parent engagement coupled to the use of educational technology to turn around low-performing schools. An exceptional aspect of School2Home is the focus on using current and emerging technology as a tool for enabling increased parent involvement in the education of their child. Linking parent and community engagement with the use of technology tools in the learning environment is an essential strategy. The primary goals are:

- > Increase student achievement at low-performing middle schools in California and close the Achievement Gap.
- > Increase the adoption of computing skills and broadband service by the families of underserved middle school students to help close the Digital Divide.

Participation

In 2016-17 School2Home was implemented, or in planning stages, in 33 schools located in 12 Districts throughout the State of California. In general, the school demographics reflect a high percentage of traditionally underserved students – high percentages of minority students, English learners, and students who qualify for free or reduced-price meals. All schools have been in Program Improvement status for at least 5 years. In the 33 schools participating in the survey, approximately 1,002 teachers and 20,852 students and families participated.

Student Academic Change

It must be recognized that in order to close the achievement gap, School2Home participants would have to secure gains greater than the average gains seen by comparable schools across the state over a period of time.

- University Heights Middle School showed greater than district average year-to-year growth in both ELA and mathematics over the 3 years of SBAC testing.
- Rivera and Twain Middle Schools outpaced district counterparts in English Language Arts (ELA) and 3 schools Melrose, Central Middle schools and Winters High outpaced their districts in Mathematics.

- Stevenson Middle School (LAUSD) has out-performed similar schools for the past 4 years. On the Smarter Balanced Assessment Consortium (SBAC), 30% of Hispanic low-income 8th grade students met or exceeded standards in ELA, a 15 percentage point gain for this cohort in 2 years. Similarly, 36% of the 7th grade cohort met or exceeded standards, also a 15 percentage point gain in 2 years.
- Central Middle School (RUSD) has shown the greatest gains over 5 years of participating in the program. In 2017, the 8th grade cohort of low-income Hispanic students out-performed comparable cohorts in other schools in the district, county and state with 36% meeting or exceeding SBAC standards in Language Arts.
- More than 20 School2Home partners showed a higher-than-district-average percentage of students meeting the requirements for the California English Language Development Test (CELDT) which shows English proficiency in students for whom English is not their primary language.

Expanded Use of Technology by Students for Learning

Responses from 4,136 students to the 2017 annual School2Home Student Survey showed the following improvements since the 2011-2012 school year:

- 91% of respondents have access to a computer and Internet at home to support learning, an improvement of 18% during this period.
- 94% of respondents use technology for writing assignments an increase of 34% during this period.
- 95% of respondents access the Internet for research related to schoolwork. This is an increase of 27% during this period.

Increased Home Access to the Internet

Responses to the annual School2Home Parent Survey (1,256 English and 249 Spanish) showed the following improvements in the adoption of home broadband subscriptions:

- School2Home continues to narrow the gap for home Internet connectivity between English and Spanish-speaking families, from 36 percentage points in 2012 to 12 percentage points (81% vs 93%) in 2017.
- Broadband adoption grew for English-speaking families from 87% to 93% (6-point increase) and for Spanish-speaking families from 67% to 81% (14-point increase) over the past year.
- In 2017, 82% of the Spanish-speaking parents and 86% of English-speaking parents reports they have increased their attention on their child's progress at school.
- 91% of Spanish-speaking parents (87% English-speaking parents) have observed improvement in their child's grades as a result of School2Home.

Cost-Effective Investment

Implementation costs for School2Home are approximately \$1,000 per student. This amount is lower than other middle school turn-around programs funded by federal School Improvement Grants (SIG) which averaged \$1,710 per student (Source: U.S. Department of Education, Institute of Education Sciences). Once School2Home is fully embedded into the school culture to engage parents and drive improvement in academic achievement. Technology is valued by families, and conscientiously cared for to minimize loss and damages (usually no more than textbook loss). This means School2Home can be funded from existing Local Control Funds. Thus, School2Home is a cost-effective investment to help close both the Achievement Gap and Digital Divide.

Supporting The California Model

School2Home encourages school-based Leadership Teams to set academic performance goals for each school year around California Dashboard Indicators and maximize resources allocated through the Local Control Funding Formula. School2Home gives parents training on strategies they need to participate in the Local Control Accountability Planning process. Support for effective classroom technology integration by teachers paired with effective home use by parents and students better prepares students for the annual SBAC which they must complete online.

School2Home 2016-2017 EVALUATION REPORT

BACKGROUND

School2Home began in 1997 as a statewide education initiative with the dual goals to close both the Achievement Gap and the Digital Divide at low-performing middle schools across California. The overarching purpose is to improve student achievement by increasing family engagement through the use of Internet-enabled computing devices that link the school with home and enable technology-supported instruction.

School2Home is anchored in research and best practices for improving academic performance and effectively using technology. The program was designed by leaders from public, private, community and philanthropic sectors with two major goals:

- To improve student achievement at low-performing middle schools to help close the Achievement Gap.
- To increase the adoption of computing skills and affordable home Internet service by the families of underserved middle school students to help close the Digital Divide.

School and district implementation was piloted, implemented, and refined. This resulted in the interdependent School2Home 10 Core Components. The Components are mutually reinforcing and provide the essential framework required to make improvements at low-performing schools:

- **School Leadership, Assessment, and Planning:** A School Leadership Team is formed to assess needs, analyze data, set goals, develop a work plan, and oversee implementation.
- **Technology Bundles for Students and Teachers:** All students receive a computing device to use in the classroom and at home following parent training. Teachers receive powerful devices.
- **Teacher Professional Learning:** Teachers receive professional learning about integrating technology into classroom instruction, homework assignments, and engagement of parents.
- **Coaching and Mentoring:** School personnel are designated as technology coaches and content champions to support teachers and embed professional learning.
- **Parent Engagement and Education:** Parents receive basic Digital Literacy training to use the device, ensure online safety, communicate with the school, and support their child's education.
- **Student Tech Expert Development:** Students are recruited and trained to help provide basic technical support to other students, teachers, and families.
- **Online Resources:** The website provides support for teachers to prepare lessons and assistance for parents to acquire digital skills and engage with schools and teachers.
- **Learning Academies:** Principals and teachers participate in workshops and online sessions as learning communities to share best practices and learn from one another.
- **Affordable Home Internet Access:** Parents receive information about affordable high-speed Internet service offers and the availability of public broadband access centers.
- **Evaluation:** A comprehensive annual evaluation process provides feedback to schools for accountability and input to program managers for continuous improvement to achieve goals.

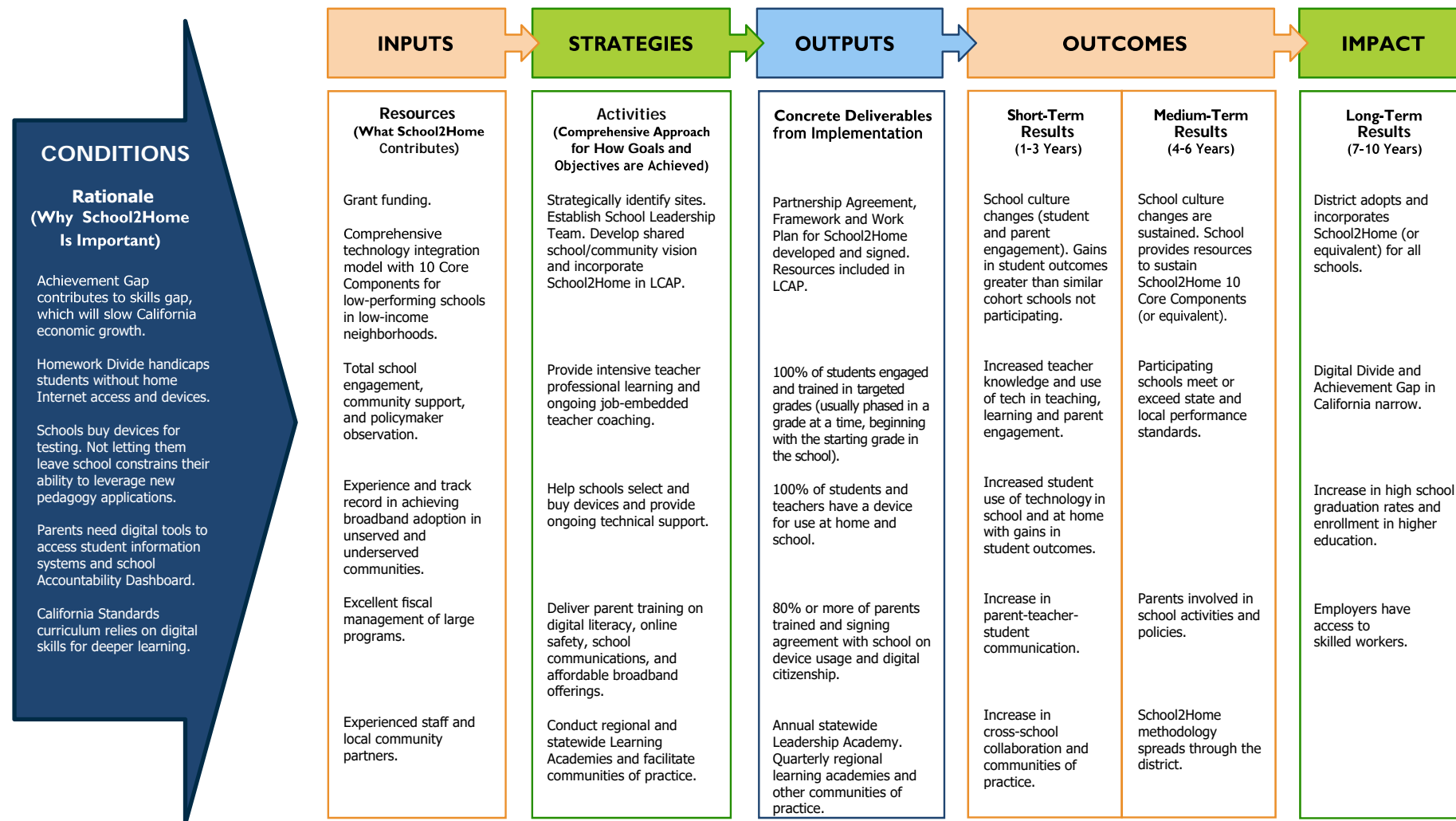
School2Home has matured over time and has adapted to the evolution of state and district instructional programs. Significant changes have been made in many areas (See Appendix 3), most notably, State learning standards, State assessments, State funding of schools, and accountability methods in both Federal and State arenas. Specifically, the adoption of the Common Core Standards English language arts and mathematics for instruction and assessments; a funding focus on supporting high need students; and the use of multiple performance indicators. School2Home supports the eight priorities of California Local Control Funding Formula. The School2Home Logic Model articulates outcomes that can be expected as a result of implementation of the 10 Core Components.

Figure 1: School2 Home Logic Model



SCHOOL2HOME LOGIC MODEL

Overarching Goal: Close Achievement Gap and Digital Divide in California



INTRODUCTION

In 2016-17 School2Home was implemented, or in planning, in 33 schools located in 12 Districts: 10 schools in the Los Angeles Unified School District (LAUSD); 5 schools in the San Bernardino City Unified School District (SBCUSD); 4 schools in the Jefferson Elementary School District (JESD) and in Winters Joint Unified School District (WJUSD); 3 schools in Riverside Unified School District (RUSD); and 1 school each in Alum Rock Union School District (ARUSD); Bayshore Elementary School District (BESD); Inglewood Unified School District (IUSD); Oakland Unified School District (OUSD); Sacramento City Unified School District (SCUSD); and West Contra Costa Unified School District (WCCUSD). Among the 33 schools, approximately 1,002 teachers and 20,852 students and families participated.

Table 1: Participating Schools

School District	Middle School (unless otherwise noted)	Grades	Number of Students	Number of Teachers	School2Home Program Implementation
ARUSD	Fischer	6,7,8	544	24	Year 1
	<i>Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)</i>				
BESD	The Bayshore School (K8)	5,6,7,8	187	8	Year 1: Cohort Grades 5 and 6
	<i>Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)</i>				
IUSD	Crozier	7, 8	658	25	Ongoing: All Students
JESD	Pollicita	6, 7, 8	676	35	Implementing: Grades 6, 7, 8
	<i>Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)</i>				
JESD	Franklin	6, 7, 8	667	30	Implementing: Grades 6, 7, 8
	<i>Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)</i>				
JESD	Rivera	6, 7, 8	506	26	Implementing: Grades 6, 7, 8
	<i>Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)</i>				
JESD	Roosevelt Elementary	K-6	401	17	Implementing: Grades 5, 6, 7
	<i>Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)</i>				
LAUSD	Columbus	6,7,8	713	33	Ongoing: Focused Activity
LAUSD	LeConte	6, 7, 8	925	61	Ongoing: Cohort Grade 6
	<i>Partner: Youth Policy Institute</i>				
LAUSD	Madison	6, 7, 8	366	15	Ongoing: All Students
	<i>Partner: Kindle The Passion Academy</i>				
LAUSD	Markham	6, 7, 8	1,025	60	Year 1: Cohort Grade 6
	<i>Partner: Partnership for Los Angeles Schools</i>				
LAUSD	Monsenor Romero	6,7,8,	344	16	Year 1: Cohort Grade 6 and 7
LAUSD	Muir	6, 7, 8	800	40	Ongoing: All Students
	<i>Partner: LA's Promise</i>				
LAUSD	SF Institute of Applied Media	6, 7, 8	389	20	Ongoing: All Students
	<i>Partner: Youth Policy Institute</i>				
LAUSD	San Fernando	6,7,8	811	39	Ongoing: Focused Activity
LAUSD	Stevenson	6, 7, 8	1,506	72	Ongoing: Focused Activity
	<i>Partner: Partnership for Los Angeles Schools</i>				
LAUSD	Twain	6,7,8	650	30	Year 1: Cohort Grade 6
OGED	Davis Intermediate	7,8	670	31	
	<i>Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)</i>				
OUSD	West Oakland	6, 7, 8	179	12	Ongoing: All students
RUSD	Central	7, 8	720	29	Ongoing: All Students
RUSD	Chemawa	7, 8	973	43	Ongoing: All Students
RUSD	University Heights	7, 8	815	38	Ongoing: All students

SCUSD	Leataata Floyd Elementary	K-6	376	15	Year 3: Grades 4, 5, 6
	<i>Partner: Valley Vision</i>				
SBCUSD	Arrowview	6,7,8	1,113	53	Year 2: Focused Activity
SBCUSD	Curtis	7,8	818	41	Year 2: Focused Activity
SBCUSD	Del Vallejo	6,7,8	551	30	Year 2: Focused Activity
SBCUSD	Golden Valley	6,7,8	818	37	Year 2: Focused Activity
SBCUSD	Serrano	7,8	843	36	Year 2: Focused Activity
WCCUSD	Lovonya DeJean	6, 7, 8	584	26	Ongoing: All Students
WJUSD	Winters Elementary	5	270	10	Implementing: All Students
WJUSD	Winters Middle	6, 7, 8	373	22	Ongoing: All Students
WJUSD	Winters High	9, 10, 11, 12	483	24	Implementing: All Students
WJUSD	Wolfskill Continuation	9, 10, 11, 12	38	3	Implementing: All Students
Note: Five additional LAUSD Schools were pending: Maclay, Cochran, Virgil, Peary, and Nimitz Middle Schools. ARUSD (Alum Rock Union School District), BESD (Bayshore Elementary School District), IUSD (Inglewood Unified School District), JESD (Jefferson Elementary School District), LAUSD (Los Angeles Unified School District), OGED (Oak Grove Elementary District), OUSD (Oakland Unified School District), RUSD (Riverside Unified School District), SCUSD (Sacramento City Unified School District), SBCUSD (San Bernardino City Unified School District), WCCUSD (West Contra Costa Unified School District), WJUSD (Winters Joint Unified School District).					

Participating teachers, students and parents complete surveys for program evaluation and to provide feedback for program refinement. Survey responses were received from 273 teachers, 4,136 students, and 1,505 parents (1,256 English and 249 Spanish).

Student Characteristics

By design, School2Home is implemented with traditionally underserved students, and the aggregated student characteristics bear this out. All but three schools have less than half the state average of 24% White students. The four schools above the state average are all in Winters Joint Unified, a rural district near Davis. While race or ethnicity is not a determinant of school performance, it has been correlated with outcomes that are typically below the overall average. Conversely, School2Home percentage of Hispanic students tends to be well above the state of average 54%.

Statewide eligibility for the free or reduce-priced meal program is 58.1%. School2Home had only four schools below this level whereas the majority of the remaining schools are above 80%. The percentage of English Language Learners (ELLs) statewide is 21.4%; a third of the School2Home schools are similar. The remaining schools are well above 21%, some ranging to 40%. Throughout the state, special education participation is around 11%. School2Home schools range from a low of six percent to a high of 73% special education. It is important to note that special education counts include a wide variety of impairments from speech therapy needs to severe cognitive impairment. See Appendix 7: Student Groups by Race/Ethnicity and Appendix 8: Student Groups by Impact Factor.

Independent Evaluator

An independent evaluator, *Educational Support Systems* (ESS), conducted the evaluation of the SCHOOL2HOME project adoption. The evaluation was designed to determine the magnitude of effect of the School2Home on the elements in the School2Home Evaluation Framework. The evaluation addresses the extent of implementation of the major School2Home intervention actions, the level of use and value to educators, students, and parents of each of the School2Home project strategies and resources. The evaluation will document and determine what is needed to sustain and expand use of School2Home to other schools and districts. School2Home staff gave input to the final version of the report.

School2Home Evaluation Framework

As one of the 10 Core Components, evaluation is an essential element. Over its 10 years of operation, School2Home has been able to gauge program effectiveness and guide refinements and adjustments in response to evaluations. This evaluation report focuses on overall impact of School2Home as an intervention as defined by the School2Home goals, objectives, and activities to be deployed in the adopting school/district. Following are the major evaluation questions to be addressed with a brief summary of the data collection and analysis strategies.

Student Academic Change: To what extent do students enrolled in classrooms and homes showing a high level of use of School2Home interventions produce greater increases in academic achievement than students enrolled in classrooms and homes not participating in School2Home? Student academic outcomes are based on results of SBAC computer adaptive results and other academic measures used by the adopting district. Results are analyzed in relation to the following: (a) instructional focus of technology use; (b) use of digital learning resources aligned to Common Core State Standards; (c) level of use of School2Home strategies and resources by teachers; (d) level of parent use of technology to support their child's learning; (e) parent communication with teachers; (f) parent participation in School2Home training and online sharing; and (g) contextual factors relevant to teaching and learning.

Parent Engagement: To what extent do parents of students enrolled in School2Home project classrooms show greater engagement and involvement in assisting their children with academic learning activities than other classrooms as a result of participating in School2Home? In general, parent involvement in school will be determined by data collected from the School2Home Teacher and Parent Surveys, and data made available by the adopting district. Additionally, attendance, use of School2Home -provided technology, and observations by the principal and School2Home site staff will provide evidence of parent involvement. The School2Home Teacher Survey and School2Home Parent Survey will be administered on a post basis to all participating teachers and parents to provide the metric for use in the data analysis.

Instructional Technology Integration: To what extent do teachers participating in the School2Home program demonstrate consistent use of Common Core State Standards (CCSS)-aligned technology applications as an integral component to instruction? All participating School2Home teachers are administered the School2Home Teacher Survey as a self-assessment of knowledge and skill in the use and integration of technology, based on the School2Home professional development survey.

Integration of School2Home into the Local Control Accountability Plan (LCAP): To what extent are the major components of School2Home incorporated into the LCAP of each district with LCFF funding allocated to support School2Home implementation and sustainability? It is expected that the extent of inclusion of School2Home activities and resources into the LCAP will increase local commitment and use of School2Home resources as measured by surveys and interviews as well as review of the LCAP end-of-year report submitted to the County Office of Education. The evaluation will review the school/district LCAP implementation in terms of its inclusion of School2Home activities and resources. The extent of integration of School2Home into the LCAP is an indicator of the district's level of commitment to adopting School2Home.

Impact of School2Home on District and State Level LCAP Accountability Measures: To what extent does the School2Home intervention support or influence on each of the 8 required LCAP indicators? School2Home staff and evaluators will plan and coordinate the School2Home evaluation with the district's LCAP accountability measures and data collection and analysis strategies. When possible, School2Home data collected can also contribute to data needed for the district to document implementation and impact of the LCAP. School2Home provides specific guidelines to describe how to incorporate School2Home into the State required LCAP planning templates.

Following are the LCAP indicators as summarized by CA State Department of Education with technology-related examples included.

1. Basic Services <ul style="list-style-type: none"> • Qualified teachers • Access to materials • Adequate facilities • Computing devices <i>√ Home/school Internet access</i>	2. Implementation of New Standards <ul style="list-style-type: none"> • Implementation of CCSS • SBAC Computer Adaptive Assessments • CCSS-aligned digital learning resources <i>√ Technology integration into instruction</i>	3. Parent Involvement <ul style="list-style-type: none"> • Efforts to seek parental input • Evidence of parent participation <i>√ School to home computer access and use</i>
4. Pupil Achievement <ul style="list-style-type: none"> • Test score gains • English proficiency • College & career readiness <i>√ Tech. proficiency and literacy</i>	5. Pupil Engagement <ul style="list-style-type: none"> • Attendance • Dropout rates • Graduation rates <i>√ Engaging technology applications</i>	6. School Climate <ul style="list-style-type: none"> • Suspensions, expulsions • Student & professional supports <i>√ One-to-one access to computers</i>
7. Course Access <ul style="list-style-type: none"> • Access core academic subjects, STEM, the arts, and physical education <i>√ Online CCSS-aligned courses</i>	8. Other Outcomes <ul style="list-style-type: none"> • Completion of college/career pathway • Completion of a workplace learning or community service experience <i>√ Use of technology related to workplace, career, and college</i>	<i>√ Technology will play an increasingly important role in implementing LCFF/LCAP as the backbone for an emerging online educators 'dashboard' providing real-time access to the wide variety of LCAP accountability indicators</i>

√ Examples of possible technology related outcomes directly affected by School2Home

Longitudinal Student Impact: To what extent do students whose parents and teachers are participating in the School2Home program sustain higher levels of academic performance and engagement in learning two and three years after School2Home is initiated? The longitudinal study applies to schools/districts committed to School2Home for 3 years or more. During the 3 years of the School2Home adoption, 7th grade target students can be tracked through 8th grade and 6th grade students can be tracked through grade 8. The data collected to determine ongoing impact of School2Home will include: academic assessments, grades, choices of classes, attendance, expressed interest in future education, and/or career choices and other variables to be determined.

METHODOLOGY

This section provides an overview of data and information used to inform the School2Home evaluation. We used a pre-and post-test survey regime along with student and school performance data collected by the CDE. Implementation sources are collected throughout the year and are formative to program implementation, meaning that the school leadership team and School2Home team use results to adjust program elements. Outcome sources summative, happen at the end of the year or a phase and are used to reflect on implementation and effectiveness.

School2Home has its own set of surveys that were developed to directly address the objectives and planned implementation actions and the individual school plans. All of the surveys for teachers, students and parents are aligned to the School2Home goals and objectives to collect the data needed determine the impact of School2Home interventions on improvements in student academic improvement and engagement in learning. Each survey was administered online with all data accessible to the evaluation with the capability of being disaggregated as needed to provide an analysis of findings related to each of the proposed evaluation questions. Parent surveys were in Spanish and English. The surveys and forms are designed to facilitate planning while providing pre- and corresponding post-assessments to assess the levels of implementation of the School2Home 10 Core Components.

Implementation Evaluation

Interim data was provided to the School2Home Leadership Team and schools, as needed, during the year. Interim data also was provided to support proposals and initiatives developed during the year either by schools, districts or School2Home.

Outcome Evaluation

All surveys were developed to directly address the objectives and planned implementation actions described in the School2Home program implementation for, and the individual site plans. Each instrument was administered online with all data accessible to the evaluation with the capability of being disaggregated as needed to provide an analysis of findings related to each of the proposed evaluation questions. Parent surveys are in Spanish and English.

The variety of data sources and collection procedures used are shown in Table 5. School2Home support schools in the rich and complex school context which requires progress monitoring of several indicators simultaneously.

Table 5: Summary of Data Sources and Collection Procedures

Data Source	Description
School2Home Instruments	
School2Home Teacher Implementation Readiness	This is a self-assessment tool to determine teacher background and experience with technology integration as well as working with parents to become more engaged in assisting their children with academic work.
School2Home Professional Learning Evaluation	Each participating teacher evaluates the School2Home Professional Learning in terms of the extent to which it provided information needed to launch their agreed upon plan and the availability of related follow-up support.
Site Work Plans	Review of School2Home site work plans for level of implementation of planned activities, facilitating factors, barriers to success.
School2Home Teacher Planning Survey	After completion of the School2Home Teacher Professional Learning, teachers complete a form to show planned actions and availability of resources to support their plan.
School2Home Teacher Post Assessment Survey	Teachers rate their level of implementation and acquired skill and knowledge before and at the end of each year of project participation.
School2HomeParent Readiness Assessment (English and Spanish)	A parent self-assessment to determine baseline information regarding their access to and use of the Internet and technology; their level of engagement in assisting with academic learning and overall involvement with their child's school.
School2Home Parent Post-Assessment (English and Spanish)	Parents rate, retrospectively, their level of implementation and acquired skill and knowledge before and at the end of each year of School2Home participation.
School2Home Student Post-Assessment	All students complete a survey to document change in level of parent assistance provided to them with academic work, access to the internet outside of school, level of change in their academics and increased use of technology to support learning, with examples.
Site Visits and Principal Interviews	The evaluator and project director visited the schools and interviewed site personnel with School2Home responsibility about: (1) Implementation; (2) Impact observed; (3) Parent participation; (4) Training needs and support issues; (5) Technical issues; and (6) School/district changes that might impact School2Home.

Site Action Plan and SAMR Rating	During the annual School2Home Leadership Academy, school leadership teams create an action plan. And collaboratively assess performance to Ruben Puentedura's model of technology integration described in four levels – substitution, augmentation, modification, and redefinition – or SAMR - model.
California Department of Education Sources	
Smarter Balanced Assessment Consortium (SBAC) Results	English language arts and mathematics are tested with computer adaptive assessments from the SBAC. These tests have been operational and administered to students in grades 3 through 8 and 11 since 2014-2015. https://caaspp.cde.ca.gov/sb2017/Search
California English Language Development Test (CELDT)	English language development is monitored with the CELDT for students who are learning English. https://www.cde.ca.gov/ta/tg/el/
California Department of Education DataQuest Site	Dataquest is a portal maintained by the California Department of Education which houses school related data including staffing information, graduates, enrollment, academic assessments, and more. https://dq.cde.ca.gov/dataquest/dataquest.asp
District and Site Plans and Reports	
District Local Control Accountability Plans	Each district is required to write and post a plan aligned to the eight state priorities. The plan sets goals, describes actions, allocates resources, and reports performance to goal.
Site Single Plan for Student Achievement (SPSA)	Each district and school receiving federal funds, e.g. Title I or Title III, is required to write a plan. The district writes a Local Agency Plan and schools write a SPSA. Education Code 64001.
School Accountability Report Card (SARC)	All public schools in California are required annually to prepare SARCs and disseminate them to the public. State and federal laws require reporting in the following categories: demographic information, school safety and climate for learning, academic data, school completion, class size, teacher and staff information, curriculum and instruction, post-secondary preparation, and fiscal and expenditure data, pursuant to Education Code Sections 33126, 33126.1, 35256, and 52052, and Public Law 107-110 Section 1111(h)(2).

EVALUATION FINDINGS

The School2Home initiative was designed to support low performing middle schools, in communities with high rates of poverty, often low levels of broadband and overall technology access, and other related impact factors. School2Home often collaborates with community partners to address community broadband access, social support for low-income families, and educational opportunities for students and families. This context must be considered when looking at program implementation and outcomes. The schools typically start well below their district, county or state averages for academic achievement. The School2Home Logic Model purports that putting the 10 Core Components into place will improve student outcomes. Due to their starting position, however, it must be accepted that School2Home participants would have to secure greater than average increases over time in order to approach average district performance. Findings are presented below in accordance with the School2Home Evaluation Framework.

Student Academic Change

One main goal of School2Home is to decrease the Achievement Gap. Annual state assessments are the primary indicator for improved academic performance. State academic assessments at the time of this evaluation are annual tests by Smarter Balanced Assessment Consortium (SBAC) in English language arts (ELA) and mathematics. They are administered in grades three through eight and once in high school. The California English Development Language Test (CELDT) is the state test for students learning English, or English language learners (ELL). Districts and schools also have local measurements which are used by the leadership teams throughout the year but are not summarized here.

Table 2: Smarter Balanced ELA and Math Results 2015 through 2017

School2Home Participating Schools
 Percentage of Students Meeting or Exceeding English Language Arts and Mathematics Standards
 2015-2017 Smarter Balanced Assessment Consortium Results

School District	School	English Language Arts				Mathematics			
		2014-15	2015-16	2016-17	change	2014-15	2015-16	2016-17	change
Alum Rock Union	Clyde L. Fischer Middle School	28%	34%	28.98%	0.98	21%	24%	21.70%	0.70
District Overall		33%	37%	37.89%	4.89	24%	28%	30.76%	6.76
Bayshore Elementary	The Bayshore School (K8)	29%	*	*	*	20%	*	*	*
District Overall		25%	34%	29.05%	4.05	21%	27%	22.31%	1.31
Inglewood Unified	Crozier Middle School	26%	25%	24.96%	-1.04	16%	14%	12.85%	-3.15
District Overall		26%	29%	29.47%	3.47	14%	16%	18.62%	4.62
Jefferson Elementary	Thomas R. Pollicita Middle School	39%	41%	39.09%	0.09	26%	32%	28.74%	2.74
	Benjamin Franklin Intermediate School	47%	49%	49.06%	2.06	33%	30%	29.57%	-3.43
	Fernando Rivera Intermediate School	53%	67%	65.53%	12.53	49%	54%	49.90%	0.90
	Franklin D. Roosevelt Elementary School	41%	40%	49.60%	8.60	35%	38%	37.75%	2.75
District Overall		45%	48%	46.36%	1.36	36%	37%	36.30%	0.30
Los Angeles Unified	Christopher Columbus Middle School	21%	27%	22.22%	1.22	13%	16%	15.50%	2.50
	Joseph LeConte Middle School	26%	33%	31.74%	5.74	18%	22%	20.85%	2.85
	Madison Computer Science Magnet	*	*	*	*	*	*	*	*
	Edwin Markham Middle School	10%	11%	17.23%	7.23	6%	7%	13.14%	7.14
	Monsenor Oscar Romero Charter Middle School	26%	29%	24.92%	-1.08	23%	21%	17.47%	-5.53
	John Muir Middle School	16%	18%	14.42%	-1.58	13%	8%	8.11%	-4.89
	San Fernando Institute for Applied Media	21%	26%	26.17%	5.17	14%	18%	12.18%	-1.82
	San Fernando Middle School	23%	27%	23.48%	0.48	18%	21%	19.32%	1.32
	Robert Louis Stevenson Middle School	19%	25%	32.46%	13.46	14%	16%	18.25%	4.25
	Mark Twain Middle School	23%	34%	38.54%	15.54	16%	17%	21.33%	5.33
District Overall		33%	39%	39.55%	6.55	25%	29%	29.86%	4.86
Oak Grove Elementary	Caroline Davis Intermediate School	38%	44%	42.88%	4.88	25%	27%	29.92%	4.92
District Overall		48%	50%	50.43%	2.43	39%	42%	42.63%	3.63
Oakland Unified	West Oakland Middle School	8%	9%	15.82%	7.82	3%	2%	5.71%	2.71
District Overall		29%	31%	31.86%	2.86	23%	24%	25.51%	2.51
Riverside Unified	Central Middle School	30%	42%	39.61%	9.61	20%	24%	24.12%	4.12
	Chemawa Middle School	37%	40%	38.06%	1.06	21%	25%	22.97%	1.97
	University Heights Middle School	24%	29%	30.82%	6.82	12%	15%	15.47%	3.47
District Overall		44%	49%	47.62%	3.62	32%	36%	34.12%	2.12
Sacramento City Unified	Leataata Floyd Elementary School	11%	14%	11.70%	0.70	7%	7%	7.02%	0.02
District Overall		35%	39%	39.41%	4.41	29%	31%	31.46%	2.46
San Bernardino City Unified	Arrowview Middle School	28%	35%	36.26%	8.26	17%	19%	19.23%	2.23
	Curtis Middle School	30%	39%	39.73%	9.73	9%	19%	22.22%	13.22
	Del Vallejo Middle School	9%	10%	12.50%	3.50	3%	3%	6.17%	3.17
	Golden Valley Middle School	28%	41%	35.52%	7.52	14%	18%	13.01%	-0.99
	Serrano Middle School	31%	37%	43.98%	12.98	12%	15%	19.88%	7.88
District Overall		28%	34%	36.40%	8.40	17%	20%	23.28%	6.28
West Contra Costa Unified	Lovonya DeJean Middle School	11%	7%	10.73%	-0.27	5%	5%	4.19%	-0.81
District Overall		32%	35%	34.13%	2.13	23%	24%	23.68%	0.68
Winters Joint Unified	Winters Elementary School	28%	37%	37.42%	9.42	26%	34%	34%	8.00
	Winters Middle School	23%	31%	28.62%	5.62	16%	19%	17.78%	1.78
	Winters High School	56%	58%	72.27%	16.27	23%	25%	29.70%	6.70
	Wolfskill Continuation School	*	*	*	*	*	*	*	*
District Overall		29%	36%	37.43%	8.43	21%	26%	25.64%	4.64

Note: Scores for Madison Computer Science and Engineering Design are not available.

* Data set not available. Source: California Department of Education. Extracted January 2018. Compiled by RH.

All but six of the 33 School2Home locations have an ELA starting point below the district average, and all but 3 in math. Over the three academic years from 2014 to 2017, 13 of the schools made gains greater than the district average in ELA, bringing one school, Roosevelt Elementary from below district average to above it. 13 Schools made gains greater than the district in mathematics with Roosevelt again rising above the district average.

The next section will discuss ELLs who bear the dual burden learning the academic content as well as learning the English language. The statewide assessment used to determine proficiency is the California English Language Development Test (CELDT).

English Language Development

Upon first enrollment in a California public school, the district uses a standardized procedure of its choice to determine a student's primary language. Typically, the procedure begins with a home language survey. If a determination is made that the home language is other than English, the student is assessed on the CELDT. The CELDT tests four domains – listening, speaking, reading and writing. Overall assessment outcome levels are reported as Advanced, Early Advanced, Intermediate, Early Intermediate, or Beginning.

A student can be considered English proficient following the initial assessment if they meet the CELDT Criterion of overall performance level at Early Advanced or Advanced, and each of the four domain scores at the Intermediate level or higher. If the student is identified as limited English proficient he or she remains such until he or she is able to reclassify which requires four criteria, not merely English proficiency. Reclassification is discussed later in this report. ELL students are assessed annually with the CELDT to determine progress and whether the student meets the CELDT Criterion for English proficiency.

Table 3: Percent of Students Meeting CELDT English Proficiency Criteria

School District	School	Percent ELLs Meeting CELDT Criterion		
		2014-15	2015-16	2016-17
Alum Rock Union	Clyde L. Fischer Middle School	35	41	34
District Overall		31	31	29
Bayshore Elementary	The Bayshore School (K8)	37	12	31
District Overall		24	33	36
Inglewood Unified	Crozier Middle School	51	34	49
District Overall		35	38	35
Jefferson Elementary	Thomas R. Pollicita Middle School	41	36	46
	Benjamin Franklin Intermediate School	45	45	44
	Fernando Rivera Intermediate School	47	52	55
	Franklin D. Roosevelt Elementary School	22	37	37
District Overall		37	41	40
Los Angeles Unified	Christopher Columbus Middle School	32	32	32
	Joseph LeConte Middle School	33	38	35
	Madison Computer Science Magnet	*	*	*
	Edwin Markham Middle School	28	21	32
	Monsenor Oscar Romero Charter Middle School	20 [†]	8 [†]	18 [†]
	John Muir Middle School	22	18	16
	San Fernando Institute for Applied Media	25	36	42
	San Fernando Middle School	25	27	36
	Robert Louis Stevenson Middle School	30	43	40
	Mark Twain Middle School	45	44	24
District Overall		30	30	30
Oak Grove Elementary	Caroline Davis Intermediate	51	52	53
District Overall		43	46	48
Oakland Unified	West Oakland Middle School	39	24	41
District Overall		27	23	23
Riverside Unified	Central Middle School	55	43	49

	Chemawa Middle School	59	54	50
	University Heights Middle School	35	25	38
District Overall		34	32	33
Sacramento City Unified	Leataata Floyd Elementary School	7	8	14
District Overall		32	30	30
San Bernardino City	Arrowview Middle School	37	50	47
	Curtis Middle School	34	47	38
	Del Vallejo Middle School	35	24	32
	Golden Valley Middle School	39	44	57
	Serrano Middle School	59	69	42
District Overall		30	33	39
West Contra Costa Unified	Lovonya DeJean Middle School	30	27	33
District Overall		24	26	27
Winters Joint Union	Winters Elementary School	31	42	25
	Winters Middle School	48	61	41
	Winters High School	38	35	55
	Wolfskill Continuation	42	57	50
District Overall		36	46	34

* Data set not available. [†] Used Students Redesignated Fluent English Speaking as proxy since CELDT Criterion data not available.

Source: California Department of Education. Extracted January 2018. Compiled by RH.

As previously stated, School2Home participants tend to have a larger percentage of ELLs than the state average. Acquiring English proficiency would allow students to focus on academic knowledge and skills. Table 7 shows that School2Home schools are bringing an increasing percentage of students to English proficiency, frequently accomplishing this task at a greater rate their district average. Two-thirds of the partner schools had more than a quarter of students meet the CELDT Criterion for English proficiency. While this is a notable accomplishment, many students continue in English proficiency support programs because they do not meet other criteria for reclassification as English proficient which will be discussed later.

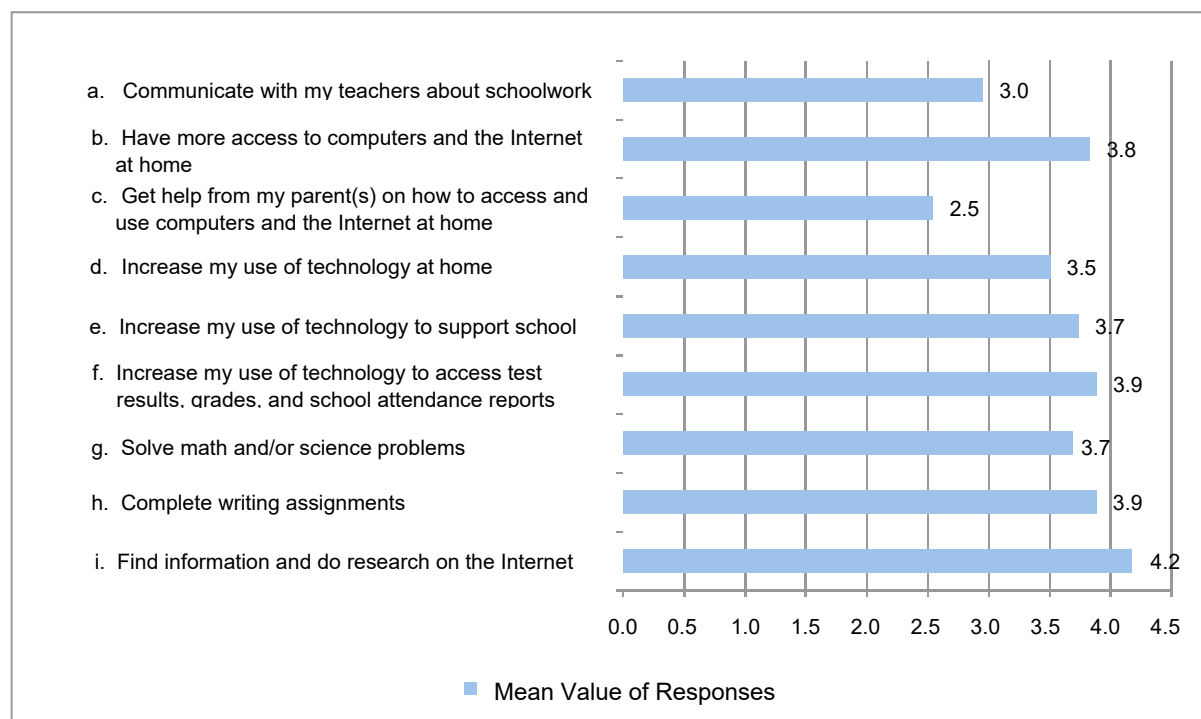
Additional questions related to academic change are posed in the School2Home evaluation framework: (a) instructional focus of technology use; (b) use of digital learning resources aligned to Common Core State Standards; (c) level of use of School2Home strategies and resources by teachers; (d) level of parent use of technology to support their child's learning; (e) parent communication with teachers; (f) parent participation in School2Home training and online sharing; and (g) contextual factors relevant to teaching and learning.

Instructional Focus of Technology Use

This section highlights the importance of using technology for an instructional purpose rather than merely recreationally or administrative tasks. Instructional focus is supported by several components: School Leadership, Assessment, and Planning; Technology Bundles for Students and Teachers; Teacher Professional Learning, and Coaching and Mentoring which demonstrates that the 10 Core Components are integral to one another and must be implemented in concert.

Students were asked to indicate the extent to which the resources provided by the School2Home program contributed to increased use of technology for learning on a five-point scale: 1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NS=Not Sure. The mean ratings are displayed on the Chart.

Chart 1: Student Reported Increase in Use of Technology for Learning



Students reported the greatest benefits from the computers was the ability to find information and do research on the Internet (4.2). This also was reflected in their comments about how the technology helps them with their learning. Students also reported moderate to high increases in completing writing assignments (3.9), and ability to access information about their school progress, such as grades, attendance reports, and test results (3.9). They also have improved in the use of technology for school work (3.7) and access and use of the technology and Internet from home (3.8). These results are consistent with prior years.

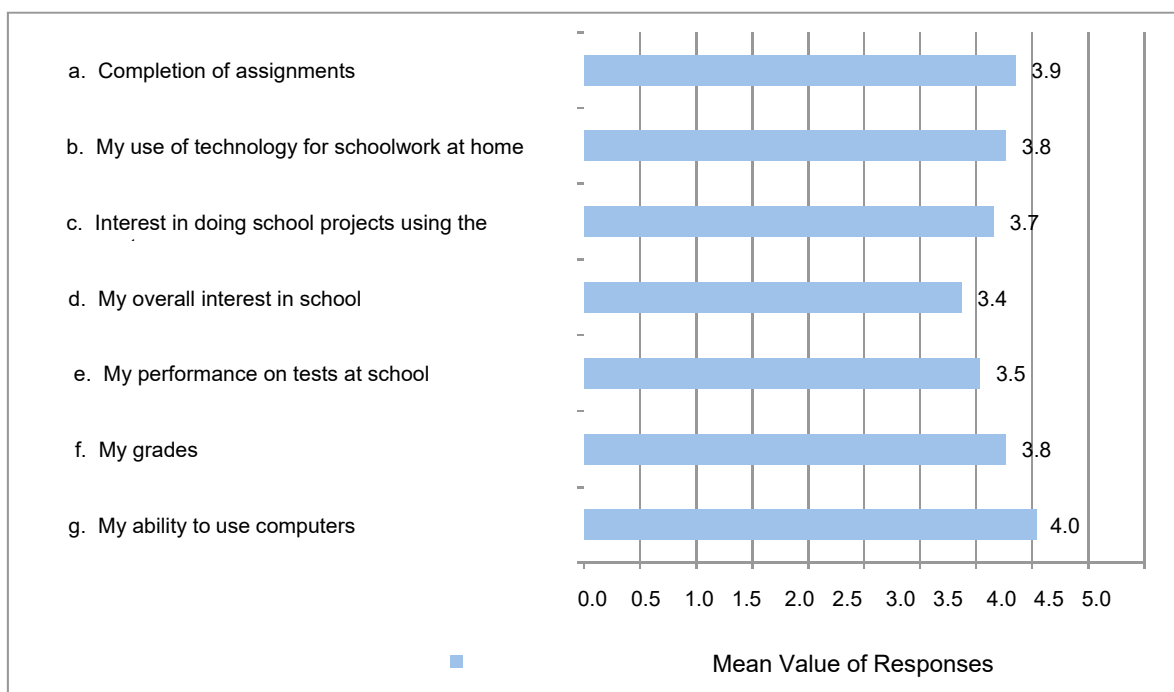
Students were asked how School2Home has been helpful with their learning. A representative sample of these access related comments includes:

- *It helped me finish my essays on the computer and it was a good feeling on how my effort turned into that essay.*
- *It has helped me on writing and reading so I can get better at it. For example, my reading used to be 2.5 reading level, but now it is 5.4.*
- *The School2Home program helped me do school related things I couldn't do before on any other device such as phones.*
- *It helped me do assignments and work that I didn't finish at school and I could communicate with my teachers.*

Impact of School2Home on Student School Performance

Students were asked to indicate the extent to which their participation in the School2Home program contributed to improved school performance according to the following five-point scale: 1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NS=Not Sure. The mean ratings are displayed on the Chart.

Chart 2: Student Reported Improvement at School as a Result of School2Home



Students reported moderately-high to high improvement on all aspects of school, including interest, completing assignments, grades, test performance and their ability to use computers. This is consistent, and slightly increased from previous years.

Use of digital learning resources aligned to Common Core State Standards.

Creating student academic change is dependent on an aligned system of standards, assessments, instruction, and learning tasks. The portrait in the ELA standards describes successful students this way:

They use technology and digital media strategically and capably. Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn through technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and media and can select and use those best suited to their communication goals.

(California Common Core State Standards for English Language Arts & Literacy in History/Social Sciences, Science, and Technical Subjects)

This is echoed in the description of Standards for Mathematical Practices, “Use appropriate tools strategically”:

Mathematically proficient students consider the available tools when solving a mathematical problem. These tools might include pencil and paper, concrete models, a ruler, a protractor, a calculator, a spreadsheet, a computer algebra system, a statistical package, or dynamic geometry software. (Mathematics Framework for California Public Schools, 2013)

All School2Home Professional Learning is geared toward attainment of the State Standards and the School Leadership Team is regularly guided to align actions with the Standards.

Level of Use of School2Home Strategies and Resources by Teachers

School2Home strategies and resources for teachers include 24 hours of professional learning, coaching and mentoring support and a website. The modules for the professional learning component are spread over 4-8 sessions for participating teachers. Coaching and mentoring is available on-site through a building teacher, or a support person who is regularly scheduled to work with the teacher. The intent of professional learning is effective technology integration and communication with parents. School2Home also provides a project website with resources for teachers and parents.

Coaching

School2Home provides support for schools through coaches, either on staff or visit the schools on a scheduled basis. The on-site School2Home coaches provide technical assistance and training. To gauge the utilized level of support, teachers were asked if they received support from the School2Home coach. While almost half (44%) did, 23% reported they did receive follow up support, but were not certain of the source.

Table 4: Teacher Use of School2Home Coaching and Follow-up Support

Did you receive follow-up support made possible by School2Home?	#	%
Yes	116	44%
No	84	32%
Received follow-up assistance but not sure if it was made possible by School2Home	61	23%
Total Responses	261	

Examples teachers shared of support from the coach included:

- o She has always been an amazing partner for our school. She is tireless and consistently brings a positive spirit and determination to our building. Thank you.*
- o My access to the coach allows me to branch out to the different types of resources available to me. I was able to improve my use of Excel and Google Sheets as well as specialized aspects of Google Docs. I increased my use of Google Forms and helped me understand the new Learning Management system, Schoology, to increase student and parental access.*
- o He has helped me seamlessly integrate technology into every aspect of my teaching. He has an easy-going way about him, which made learning fun and easy, and was always available to come to my classroom and help me try out any new ideas we talked about during coaching sessions.*
- o I am old school and it's taken me a while to grasp the new technology, but the one and one sessions with the technology coach have been very beneficial in keeping pace with the new technology.*
- o He has gone above and beyond to provide technical assistance to me. He has helped me find innovative ways to teach by showing me new apps and websites, and he has helped me be the most effective I can be in my classroom. He was a fantastic coach to our school.*

Website

The School2Home website, <http://www.school2home.org/> was revised based on feedback and availability of more up-to-date web tools then re-launched in 2017. The website includes resources in English and in Spanish, videos, and access to the project surveys. While all teachers and parents use the School2Home website during training, there continues to be less use afterward. Sixty percent of teachers report having used the website and most of them (58%) access the classroom resources or professional learning resources (50%). This is greater usage than in prior years.

Table 5: Teacher Use of School2Home Website

How frequently have you visited the School2Home website since the School2Home Professional Development?	#	%
1-3 times	90	36%
4-8 times	41	17%
9-12 times	18	7%
I have not visited the site.	99	40%
Components of the School2Home website that you found most useful.	#	%
a. Professional development resources	74	50%
b. Articles about School2Home	28	19%
c. Classroom resources	87	58%
d. Parent resources	32	21%
e. Common Core State Standards resources	45	30%

Level of Parent Use of Technology to Support Their Child's Learning

Parent education and involvement is one of the ten key components to success in the School2Home program. School2Home parent training includes a module on basic Digital Literacy. Throughout the module, parents practice with grading platforms, attendance tracking tools, curriculum applications and other tools that help them support their child's learning.

Parents were asked to rate how much School2Home has enabled them to support their child according to the following five-point scale: 1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NS=Not Sure.

Table 6: Parent Use of Technology as a Result of School2Home

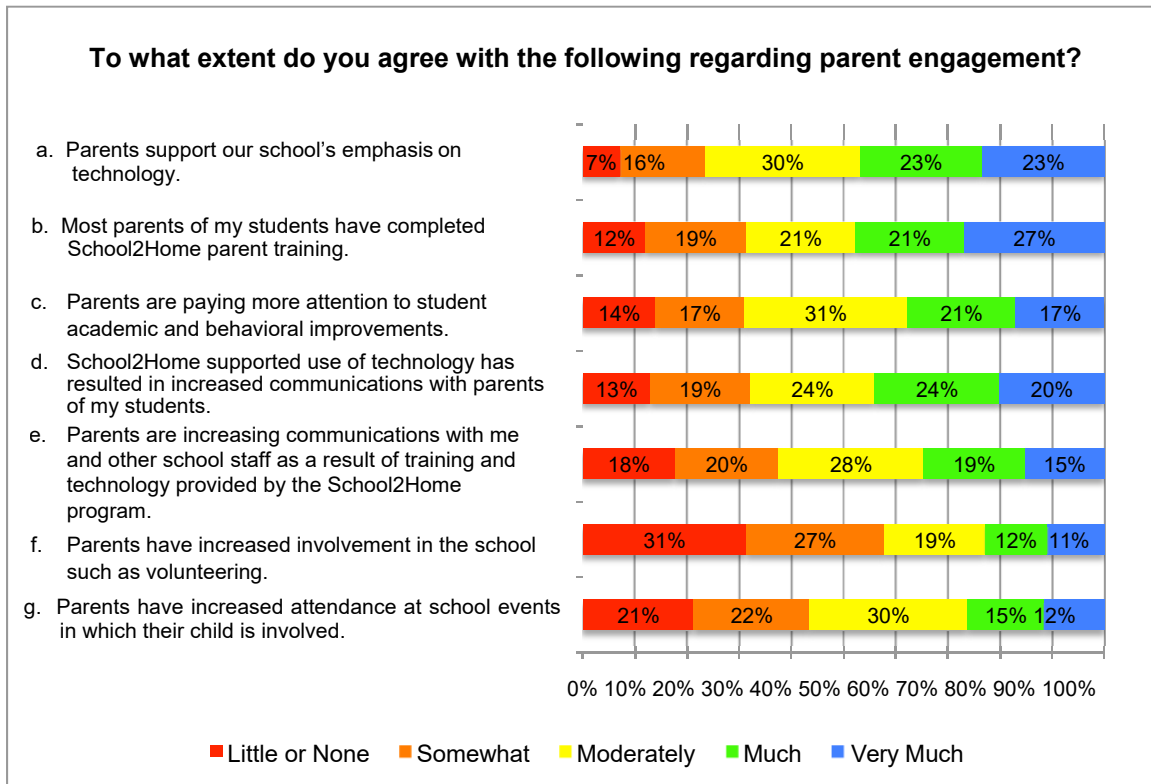
My participation in School2Home training and support helped me to:	English Survey									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
g. Increase my use of technology to access my child's test results, grades, and attendance reports.	492	4.0	165	4.1	314	3.6	252	3.3	1,184	3.7
h. Increase my use of technology and the Internet to support my child's schoolwork.	--	--	--	--	--	--	251	3.5	1,133	3.8

My participation in School2Home training and support helped me to:	Spanish Survey									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
c. Increase my use of technology to access my child's test results, grades, and attendance reports.	63	3.7	182	4.2	162	3.8	179	3.4	240	3.5
d. Increase my use of technology and the Internet to support my child's schoolwork.	--	--	--	--	--	--	177	3.5	238	3.7

Teacher Observed Parent Support of Technology

In the annual survey, School2Home teachers offer their perspective on changed parent behavior. Teachers were asked to rate their level of agreement on parental support of technology on a 5-point scale as a result of School2Home. The five-point scale: 1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NA=Not Applicable.

Chart 3: Distribution of Teacher Ratings of Parent Change



Overall, teachers continue to feel there is moderate support from parents, with generally good support for the school's use of technology and participation in the School2Home parent training. Consistent with the parent perceptions, there were gains in communication between the parents and the teachers. There was a low level of parent involvement, such as volunteering, but this could be attributed to the economics of these families and the need for parents to be employed with minimal time for volunteer work.

At least 69% of teachers agree that parents are showing greater engagement with the school and their children's learning as a result of School2Home and 69% of the teachers report their parents have completed the School2Home parent training. Over three-quarters (78%) of the teachers give high ratings for observed parent support of the school's emphasis on technology and 62% report increased communication with parents. These reported perceptions are an upward trend from prior years.

Teachers also commented on their observations of parent change. A sample of comments includes:

- *We had parent buy-in of the importance of technology at home and school.*
- *Parents learned how to contact staff, and monitor child's academic progress. They also learned what learning programs were available to their child.*
- *Students were able to teach their parent what they learned in various classes as well as their group work!*

- *I think it has really made the students more accountable for their work and the parents are now more involved in their academic progress.*
- *Once parent know how simple it is to have access to their students work there is a great opportunity for shared involvement of responsibility and accountability.*

Some teachers suggested that there is work still to be done:

- *We need to get more parents involved and on board. Maybe have an extra training day if needed?*
- *Our school has always struggled with parent engagement. My views are based on our current state of engagement and I feel we are far behind other Oakland schools.*
- *Have an individual help parents create a Gmail, or other account, for email before the student starts school. This will increase communications and reduce some confusion.*

Parent Communication with Teachers

An objective of the parent training is to empower parents with the knowledge that broadband access and a device in the home can help them communicate with the school staff as well as access reports of student achievement, homework assignments, behavioral records and attendance through parent portals and email. Parents create and email address, are shown how to access the parent portals, and locate teacher school email addresses.

Table 7: Parent Change in Communication as a Result of School2Home

My participation in School2Home training and support helped me to:	English Survey									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
e. Communicate with my child's teachers about academic performance and/or behavior.	493	3.7	172	3.7	319	3.2	254	3.2	1,186	3.2
f. Communicate with teachers about online resources that can be accessed from home to support student learning.	490	3.6	166	3.7	316	3.2	250	3.1	1,180	3.1

My participation in School2Home training and support helped me to:	Spanish Survey									
	2012-13		2013-14		2014-15		2015-16		2016-17	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
a. Communicate with my child's teachers about academic performance and/or behavior.	63	3.0	183	3.9	168	3.7	179	3.2	240	3.4
b. Communicate with teachers about online resources that can be accessed from home to support student learning.	62	3.0	181	4.0	165	3.6	180	3.3	239	3.3

Most parents state that the School2Home training helped with school communication and support of their child's learning.

Parent Participation in School2Home Training and Online Sharing

The recommended parent-training component of School2Home includes four workshops: online safety, accessing resources, increasing communication with the school, and basic computer skills. In addition, the parents receive support on how they can use the technology to access school resources, information and communicate with the school. They learn how to access the School2Home website and use the searchable database of resources for teachers and parents. After the School2Home parent training, and the distribution of the devices to the students, the parents have greater understanding of the need for Internet access in the home.

Parent Satisfaction with Support Received from School2Home

Parental needs have changed over the years given the more ubiquitous use of the internet and access to greater resources has grown. More parents are being asked to use technology in jobs and by public service agencies. As a result, the training given to parents has changed and added new direction. Fewer parents arrive at training without email addresses and without some knowledge of the internet.

Parents were asked to indicate the extent to which the resources and training provided by the School2Home program were adequate according to the following five-point scale: 1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NS=Not Sure. The distribution of responses is displayed on the charts.

In general, both the Spanish-speaking and the English-speaking parents report moderate to high levels of increased access and use of the training and resources provided by School2Home. This year the Spanish language parents have shown greater overall gains and report feeling supported by the school.

Chart 4: Parent Satisfaction with School2Home Support (English Survey)

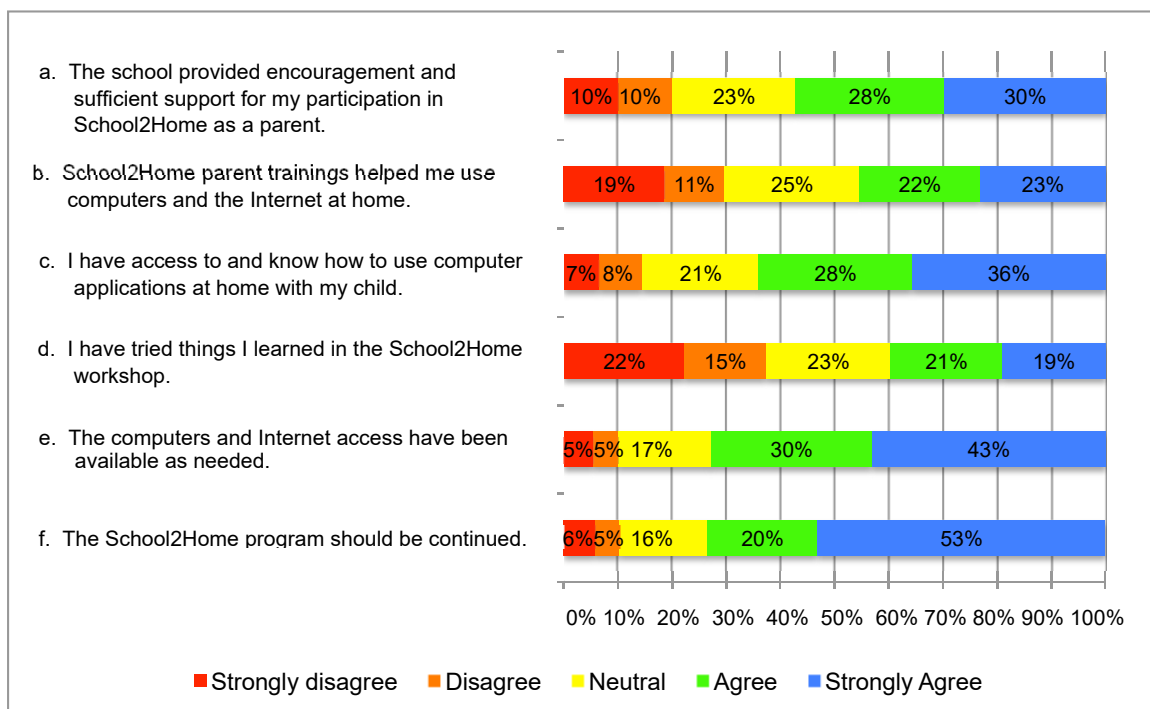
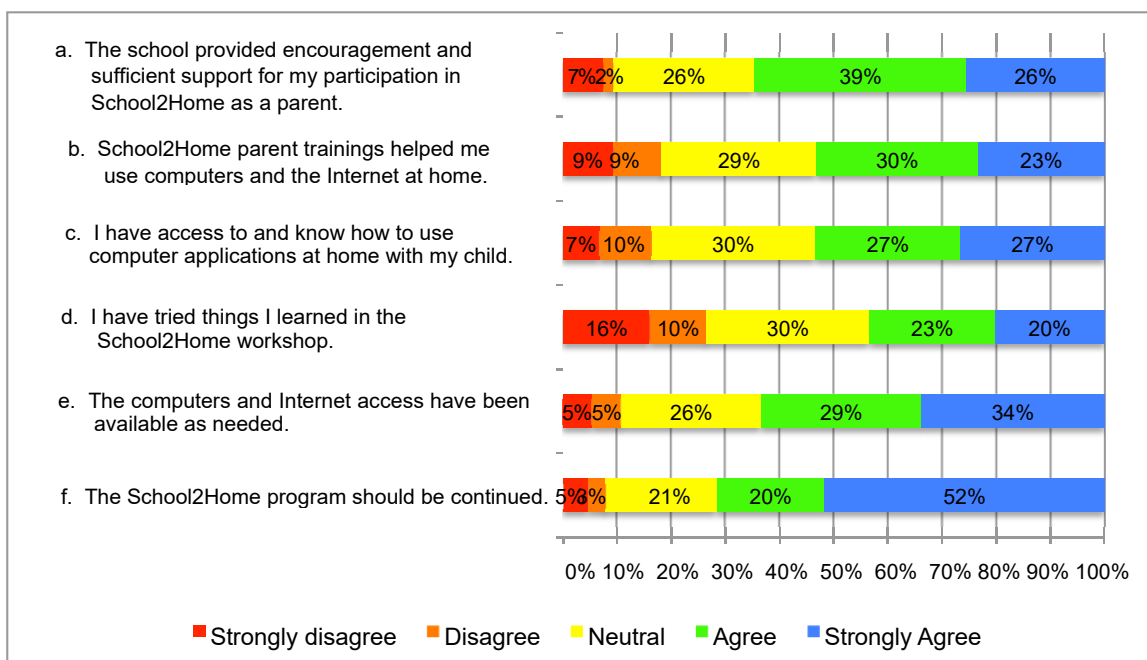


Chart 5: Parent Satisfaction with School2Home Support (Spanish Survey)



The overall level of parent satisfaction with School2Home is reflected in their comments. For example:

- *I was more included on my son educational preparation.*
- *The trainers were great. They made me more relaxed to talk to more people at the school because I felt welcome.*
- *We could do it together. She enjoyed showing me her grades. No complaints only good stuff.*
- *I have nothing to add. I think it is a great program and very helpful to all students.*
- *The training was very helpful for those with no knowledge of internet and / or computer use.*
- *I think you guys are doing fine and nothing needs to be improved.*

For many of the parents, participation is hampered by economics, their work or childcare responsibilities. A representative sample of these comments includes:

- *Is there any online workshops other than attending in person? Or maybe a step/step packet that can be sent home for parents who request it that are unable to attend the workshop?*
- *I'm a stay at home babysitter.*
- *The availability of translation in workshops. I was unaware of more information that needed to be done for those workshops.*
- *I work nights so I am more than likely sleep during the day. I am also a single parent so any time I have are spent attending to my child's immediate needs.*
- *Help with paying for a good internet connection because the one we pay for is not equal to the one offered by the program.*
- *Assign wifi to devices for students that are unable to have internet at home. Going somewhere to get connection is not always a possibility.*

Contextual Factors Relevant to Teaching and Learning

The School2Home Evaluation Framework also considers contextual factors relevant to teaching and learning. The student survey asks about internet access outside of school.

Table 8: Student Technology Access Outside of School

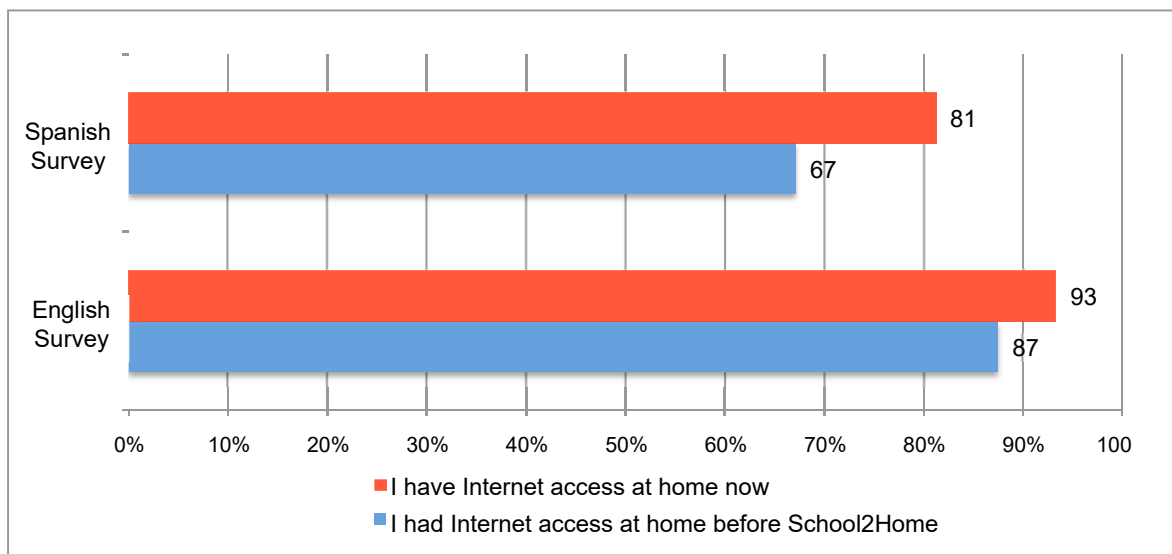
Where do you access the Internet when you are not at school?	Total	Percent
My Home	3,515	91%
Relative's or Friend's Home	542	14%
Library	609	16%
Local restaurant or store	78	2%
Community Center	52	1%
Other	249	6%
Total	3,879	100%

The majority (91%) of student report they are able to access the Internet from home, or from a relative's or friend's home (14%). There was some access from public areas such as the library, a café or a community center. Even with the high level of home access, the access at home may not be adequate for school related work. These results are consistent over five years.

Numerous comments were related to using the Internet and computers at home. A representative sample of these access related comments includes:

- *It helps because if you don't have a phone you can just do it on your computer and you get to finish work you need to turn in the next day and you can learn how to use computers the more you use them.*
- *Now I can do school work easily without having to wait my turn on the other computer.*
- *Suggestion: Could there be a charging station in the corner of the lunchroom so that you could be eating/playing while your computer is charging?*

Chart 6: Internet Access at Home Before and After School2Home 2017



As depicted on Chart 6, 67% of parents taking the Spanish survey, and 87% of those taking the English survey reported home Internet access at the beginning of the school year. By June, this had grown to 81% of Spanish survey parents and 93% of English survey parents. The Internet access gap between Spanish-speaking and English-speaking families had narrowed from 20 to 12 percentage points.

Table 9: Home Internet Provider and Access if Not At Home

Home Internet Access	English Survey		Spanish Survey	
	#	%	#	%
Dial up	14	1%	5	2%
Cable	594	53%	93	44%
DSL	169	15%	25	12%
Microwave Tower	10	1%	1	0%
Satellite	77	7%	11	5%
Mobile access through my smart phone	229	20%	47	22%
Community Wireless	73	6%	36	17%
Not sure	258	23%	38	18%
Total	1124		213	

Internet Access If Not At Home	English Survey		Spanish Survey	
	#	%	#	%
Work	157	28%	10	9%
Relative's or Friend's Home	239	43%	29	27%
Library	257	46%	47	44%
Local restaurant or store	56	10%	9	8%
Community Center	29	5%	3	3%
My child's school	102	18%	30	28%
Other	76	14%	19	18%
Total	556		108	

The School2Home Parent Survey was administered online at the end of the school year, in Spanish and in English. There was a total of 1,256 respondents to the English version, and there were 249 respondents to the Spanish version.

The English-speaking families have cable Internet 53% compared to 44% of Spanish-speaking families. Spanish-speaking families have DSL Internet 12% compared to 15% of English language families. The parent data documents that parents are continuing to procure broadband Internet access at home, as a result of the School2Home interventions. The Digital Divide is narrowing from a 36-percentage point difference in 2012 to 13-percentage points by 2017. English-speaking families reported 94% home internet and Spanish-speaking reported 81 percent.

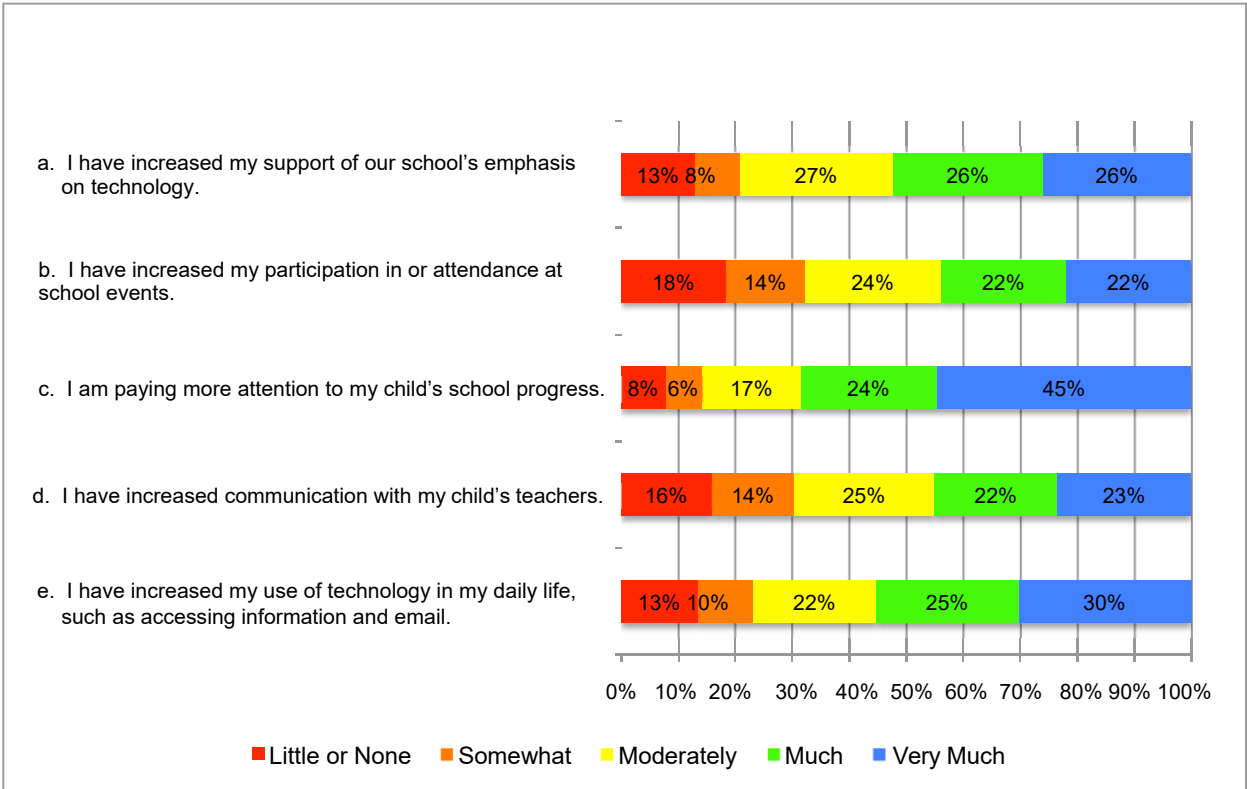
An important component of School2Home is home Internet access. For parents without home access, information is provided on low-cost access through the cable companies. CETF has been proactive with assisting the School2Home program when parents encounter problems in procuring Internet access.

Parent Engagement

The second group of evaluation questions deals with parent engagement. Prior evaluations have shown that School2Home has increased parent engagement in the education of their children and increased the school and home use of technology. The evaluation is documenting self-reported improvements in school engagement, use of technology, and learning. The data continues to suggest positive change overall.

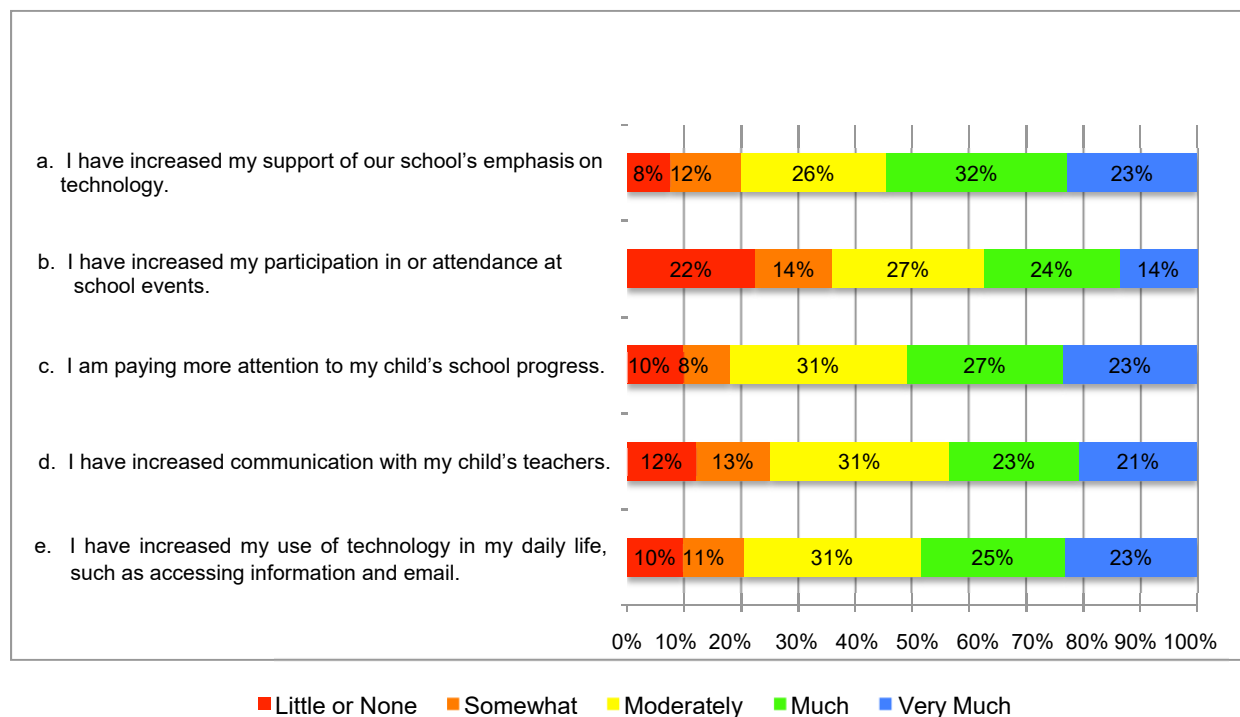
Impact of School2Home on Parents: Parents were asked to rate impact of School2Home on their involvement in school and technology, according to the five-point scale: 1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NS=Not Sure. The distribution of responses is displayed on Charts 4 and 5.

Chart 7: Parent Self-Ratings of Involvement with Their Child's Education (English Survey)



Both parent groups responded similarly on four of the evaluation questions. The groups felt like they increased their support of the school emphasis on technology, they increased participation at school events, they increased communication with teachers and increased their own use of technology. One difference appeared to be in the self-rating on the amount of attention paid to child's progress in schools. 69% of the parents who took the survey in English felt they were paying more attention whereas 50% of the parents who took the survey in Spanish felt similarly. It is not possible to know why that particular difference exists, but it is worth noting in the upcoming implementation year.

Chart 8: Parent Self-Ratings of Involvement with Their Child's Education (Spanish Survey)



Instructional Technology Integration

The third area of evaluation questions relate to instructional technology integration. In the professional learning modules, teachers are introduced to the SAMR model so that they can become able to describe their level of technology integration – substitution, augmentation, modification, redefinition – then make goals to move along the continuum. To determine teacher change in instructional practice as a result of School2Home, teachers were asked rate the level of change in their use of technology for teaching and student learning. Over 5 years, the level of change in teacher reported use of technology for teaching has remained relatively stable with about 86-94% reporting some level of change. This level increased during 2013-2014 as some of the schools have reported significant levels of new staffing. The lower level of reported increase use in 2016-2017 compared to 2013-2014, may be attributed to the new schools that joined School2Home, many of which already had strong use of technology for teaching, resulting in smaller gains.

Similarly, some of these schools already had strong student use of technology. Nonetheless, in 2016-2017, 86% of teachers report increased use of technology for teaching; 89% increased use of computers and the internet by their students at school; and 89% report increased use of computers and the internet by their students at home, as a result of School2Home.

The student use of computers and the internet outside of school, is an important gain to consider, as the School2Home partnership supports increased access for students and families at home and in their communities. Since 2012-13, teachers reported a steady increase in student use of computers and internet outside of school to support their learning from 53% of teachers observing increased student access to 74% in 2017, a gain of 21 percentage points.

Table 10: Teacher Reported Change in the Use of Technology as a Result of School2Home Interventions

As a result of your participation in School2Home, have you increased your use of technology and the Internet for teaching?	2012-13		2013-14		2014-15		2015-16		2016-17	
	Total	%	Total	%	Total	%	Total	%	Total	%
Yes	89	59%	90	75%	97	59%	125	69%	163	64%
Somewhat	45	30%	23	19%	44	27%	40	22%	56	22%
No	16	11%	7	6%	23	14%	15	8%	37	14%

As a result of your participation in School2Home, have your students increased their use of computers and the Internet at school?	2012-13		2013-14		2014-15		2015-16		2016-17	
	Total	%	Total	%	Total	%	Total	%	Total	%
Yes	101	68%	91	76%	89	54%	139	77%	191	74%
Somewhat	36	24%	21	18%	35	21%	32	18%	38	15%
No	11	7%	7	6%	22	13%	10	6%	30	12%

As a result of your participation in School2Home, have your students increased their use of computers and the Internet to support school assignments at home?	2012-13		2013-14		2014-15		2015-16		2016-17	
	Total	%	Total	%	Total	%	Total	%	Total	%
Yes	78	53%	71	58%	89	54%	98	54%	191	74%
Somewhat	31	21%	31	25%	35	21%	51	28%	38	15%
No	16	11%	3	2%	22	13%	10	6%	30	12%
Not sure or don't have a way to know	23	16%	17	14%	19	12%	22	12%	35	13%

Use of Technology to Support Teaching and Parent communication. Teachers were asked to rate themselves as to the level of change in technology integration as a result of School2Home on a 5- point scale: 1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NA=Not Applicable.

Teachers continue to increase their integration of technology into their teaching and parent engagement. They reported a moderate to moderately high level of change in their own use of technology with a slightly higher level for use of technology to support and enhance instruction (3.6), and helping students to increase access and use of computers at home (3.6), accessing student assessment data (3.4), communicating with parents and obtaining technical support (3.4). Over 5 years, there has been a slight upward trend, in increasing use of the technology resources.

Table 11: Teacher Integration of Technology for Instruction, Student Learning, Parent Engagement

How much has your participation in School2Home training and support helped enable you to:	2012-13		2013-14		2014-15		2015-16		2016-17	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
a. Increase your use of technology to support and enhance your instructional program?	144	3.5	117	3.9	156	3.8	170	3.6	253	3.6
b. Enabled you to utilize the School2Home website?	127	2.5	101	2.9	127	2.9	173	2.5	252	2.8
c. Increase your use of technology to access student assessment data?	140	3.2	110	3.6	148	3.6	173	3.4	251	3.4
d. Identify and communicate to parents, uses of technology at home that support student learning?	140	3.0	114	3.5	145	3.2	173	3.2	252	3.2

e. Obtain technical support for classroom use of computers and the Internet?	141	2.9	113	3.5	149	3.3	173	3.0	251	3.4
f. Help students increase access and use of computers and the Internet at home?	141	3.4	116	3.8	145	3.5	171	3.4	251	3.6
g. Communicate with parents about student academic performance and/or behavior?	143	3.1	115	3.6	149	3.3	173	3.2	252	3.4
h. Help parents increase access to and use of computers and the Internet at home?	137	3.0	113	3.4	143	3.2	172	3.0	249	3.3
i. Increase parent involvement and interest in the school?	138	2.8	113	3.2	145	3.0	173	2.9	251	3.1

Teachers were also asked to share how School2Home has influenced change in teaching and learning at their school. Most of the responses showed change in teaching practice. Following are a sample of the comments:

- *It has enabled me to go paperless in my classroom, using Google apps and Google Classroom in all my classes.*
- *It helped me organize my data / test results. Gave me a wider means / way of designing my lessons. Gave me easy access to reinforcement exercises for my students.*
- *It has allowed access for students on a day-to-day basis, bringing my teaching into the 21st century.*
- *Having availability of tablets for the students was nice for assigning videos to analyze at home.*
- *Made scaffolding and differentiating instruction for students way easier.*
- *I have met and interacted with parents I would not normally have a chance to meet.*

Some suggestions from teachers included:

- *I think having an Appy Hour will be beneficial. Having weekly technology classes for parents.*
- *Continue to do the amazing job of teaching teachers so we can be better prepared for the way technology assists us in the classroom.*
- *Make sure we have reliable internet at schools; homes. Make sure the has reliable bandwidth to handle ALL students/teachers using internet at the same time.*
- *More opportunities for PD at school sites. Maybe advertise that opportunity a little better...?*
- *Teacher's must be paid a their per-diem rate to participate in professional development.*

A frequently cited concern was affordability for families to pay for home internet access. This is the first year, this issue has been raised so frequently by teachers on the open-ended questions.

- *Many students report that they have no internet at home. My assumption is that it is too costly to the parents.*
- *Most of the students do not have access to the internet at home. They must go to hot spots elsewhere to access the internet. This does not work well.*
- *I think that some families opt to avoid having a cable/internet bill due to the high cost of living in the Bay Area. They would prefer to spend money on rent rather than internet bills.*
- *Parents who do not speak English and whose students enroll at the school mid-year are not always aware of the ways that we can help with internet access. In general, a good chunk of parents are not very involved in*

the school to begin with, so it's hard to get them to come to the School2Home training, and to have them follow-up later on.

- *Broadband access through ATT Access didn't help - families reluctant to give out personal information especially if they were/perceived undocumented.*
- *Most students do not have internet access at home or access to a computer or laptop. Students who have internet access on their cell phones have a limited data plan.*

Substitution, Augmentation, Modification, Redefinition (SAMR) Model

School2Home introduces the Substitution Augmentation Modification Redefinition (SAMR) model as a way of infusing digital resources to support teaching practice and student learning. SAMR was developed by Dr. Ruben Puentedura. Substitution (S) means that a digital resource is used as a replacement for a non-digital tool. For example, a laptop and a writing application are substituted for pen and paper. Augmentation (A) occurs when students can use a tool to make functional improvements to the process or task they are attempting. Modification (M) allows significant task redesign and Redefinition (R) happens when technology allows for collaboration, infusion of new resources like media and commenting from other students, teachers, parents and community members who constitute a greater audience that was previously possible.

Some learning practitioners conceive of the SAMR model as a ladder. However, School2Home recognizes that not all lessons and tasks are improved merely by viewing it with a SAMR lens. Each lesson must be evaluated as to whether a full redefinition, modification or augmentation would be functionally effective.

At the Leadership Academy, school sites participating the School2Home school teams were asked to self-assess where they thought the school, as a whole, lay on the SAMR continuum. It was recognized some teachers practice had evolved to a Redefinition state and others were just starting to think about the value of electronic learning resources, how they would fit into a particular classroom and how to design digitally infused lessons.

The table below depicts the general levels of integration of technology in the teaching and learning of the School2Home classrooms observed by the site teams, the School2Home staff and evaluators. This data can be used to assist in planning support and resources for the schools. Within each level of SAMR, schools/teachers could be aware of the concepts (1), beginning to adjust teaching (2), fully adapted to the level (3).

Table 12: Teacher Self Rating on SAMR Continuum

School	Substitution			Augmentation			Modification			Redefinition		
	1	2	3	1	2	3	1	2	3	1	2	3
Central M. S.									X			
Chemawa M.S.						X						
Crozier M.S.		X										
Leataata Floyd Elementary		X										
Lovonya DeJean M. S.		X										
Madison M.S.										X		
Muir M.S.		X										
SFiAM M.S.							X					
SBUSD						X						
Stevenson M.S.						X						
West Oakland M.S.			X									
Winters M.S.					X							
University Heights M.S.					X							

More teams assessed their SAMR implementation at the Substitution and Augmentation levels, with just two teams placing themselves at Modification and one at Redefinition.

Integration of School2Home into the LCAP

As a part of the support provided by School2Home, school Leadership Teams are encouraged to plan for sustainability once the school transitions from active partner to alumni partner. This sustainability would have a salutary effect on program implementation and would improve the likelihood that teachers will feel that the effort required to change their practices would be worthwhile since the program would have district-based funding articulated in a formal document. All of the schools mentioned instructional technology in some form and three of the schools specifically mentioned School2Home (Jefferson and Winters) or California Emerging Technology Fund (West Contra Costa).

Impact of School2Home on District and State Level LCAP Accountability Measures

The Local Control model of funding is new to California schools, yet the School2Home model which was designed many years before LCFF was invented already includes the items that were chosen as indicators for inclusion in district LCAP plans. This section will list the LCAP indicators, whether there is an applicable School2Home Core Component and will offer data where it is available.

Basic Services (teachers, materials, facilities)

School2Home does not directly evaluate the basic services of credentialed teachers, available instructional materials or the status of facilities, but in the School Leadership, Assessment and Planning component, teams should be taking this information into account when assessing current conditions and establishing goals for improvement.

Implementation of State Standards

Three Core Components – Teacher Professional Learning, Coaching and Mentoring, and Evaluation directly address implementation of the State Standards. The Leadership Team is encouraged to monitor data related to student learning of the standards. All professional learning is aligned with the standards.

Parent Involvement

The parent involvement element in LCAP refers to parent participation in decision making. School2Home Core Component of Parent Training directly this aspect of parent involvement by encouraging parents to communicate with the school. The training helps parents practice ways to increase their communication with schools.

Pupil Achievement

Closing the achievement gap is a central goal of School2Home, so this accountability measure is a clear focus for implementation. The Evaluation Framework undertakes an in-depth examination of student academic change, specifically in English language arts, mathematics and English language development.

Pupil Engagement

LCAP pupil engagement refers to indicators such as attendance rates, chronic absenteeism, graduation and dropout rates. The School2Home Components indirectly impact pupil engagement by encouraging increased focus on student centered learning and through the Student Tech Expert Development Core Component, supporting students in taking meaningful roles in the school community.

School Climate

LCAP school climate refers to rates of suspension and expulsion as well as pupils, parents, and teachers having a sense of safety and connectedness. By encouraging varied methods of accessing academic content, and differentiated methods of assessment, School2Home Core Components seek to make school more inclusive which ideally needs to decreased suspension and expulsion. Safety and connectedness is addressed in Parent Training, Teacher Professional Learning, and Student Tech Expert Development. Digital citizenship, online safety, is addresses as well as students providing integral support to their colleagues and teachers.

Course Access

LCAP encourages pupil enrollment in a board course of study in all subject areas. For School2Home partners, the main area of concern is for English learners. Students who matriculate to middle school without being reclassified as fluent in English are often required to enroll in an English language support course, eliminating the possibility of having an elective course. School2Home advocates support and reclassification of English learners to fluent English at the earliest possible time.

While several of the LCAP priorities are included within the School2Home Evaluation Framework, two additional items can be reported as impacts on LCAP priorities, apart from the Evaluation Framework. Student change as observed by teachers and as perceived by parents

Teacher Observed Student Change as a Result of School2Home. Teachers were asked to rate their level of observations of student change on a 5-point scale as a result of School2Home. The five point scale: 1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NA=Not Applicable.

Teachers observed moderate to high level of change (3.8) for increased use of technology for schoolwork, and use of the Internet for research related to school assignments (3.8). There also was increased student initiative in doing school projects when students used their computers (3.7). Overall, the results for were similar to the prior four years, but modest gains were made on most indicators.

Table 13: Teacher Observed Student Change as a Result of School2Home

To what extent have you observed student changes you think that can be attributed to School2Home?	2012-13		2013-14		2014-15		2015-16		2016-17	
	Total	Mean	Total	Mean	Total	Mean	Total	Mean	Total	Mean
a. Improved school attendance.	121	2.6	107	2.8	142	2.5	169	2.8	247	2.8
b. Improved completion of assignments.	135	2.9	114	3.2	152	3.1	169	3.1	245	3.2
c. Increased use of technology for schoolwork.	137	3.7	114	4.1	155	3.7	168	3.7	246	3.8
d. Increased use of the Internet for research related to school assignments.	133	3.7	114	4.0	154	3.7	169	3.8	244	3.8
e. Increased initiative in doing school projects using the computer.	135	3.4	115	3.9	153	3.6	169	3.7	244	3.7
f. Reduced discipline problems.	127	2.5	111	2.6	149	2.5	169	2.4	245	2.6
g. Increased interest in school subjects.	133	3.0	112	3.3	153	3.1	168	3.2	245	3.1
h. Improved grades.	135	2.8	114	2.9	153	2.9	169	2.9	244	3.0
i. Improved academic performance measures.	127	2.9	111	3.2	151	3.1	168	3.0	244	3.1

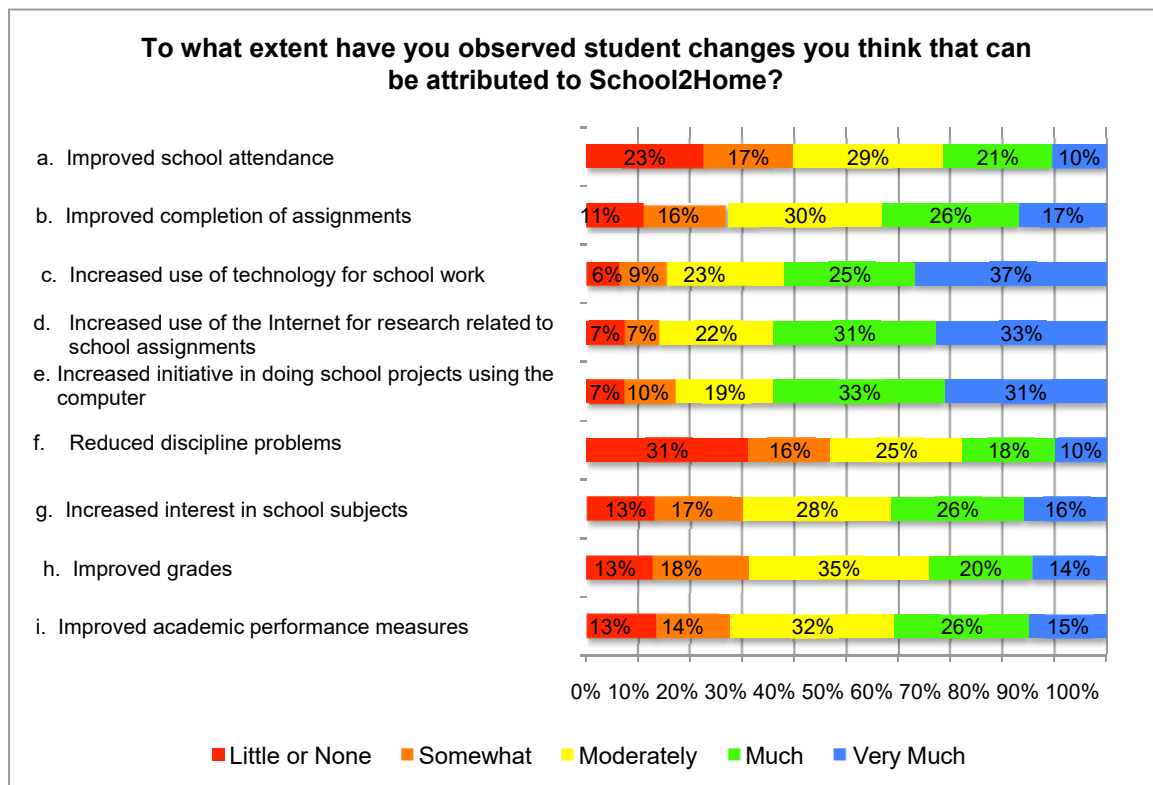
Teachers shared some of their observations of student impact. For example:

- *I have seen an increase in my math students' scores and state scores over the last few years with implementing technology, Internet, and chromebook use into my class.*
- *The computers are a tremendous asset in the classroom! In addition to preparing students for becoming citizens in an increasingly technological world, the computers almost always successfully engage students.*
- *My students are more motivated learners and anxious to search the web.*

Two of the teachers summarized some of the challenges many of the teachers faced:

- *Discipline problems have increased due to the use of unfiltered Internet use. Parents ask all the time about how to filter what their children have access to.*
- *Keeping the students focused and on task became an issue. Keeping them from not sneaking off onto games, and other sites.*

Chart 9: Distribution of Teacher Ratings of Student Change



The distribution of teacher ratings, displayed as percentages, shows that at least 86% agree that the students are showing greater use of the Internet for research related to school work, 85% observe greater student use of technology for schoolwork, 83% observe increased interest in doing school projects using the computer.

A relatively high percentage of the teachers observed improved completion of assignments (73%), improvement on academic performance measures (73%), interest in school subjects (70%) and improved grades (69%). In spite of these improvements, the teachers continue to observe discipline problems with the students (47%).

The parents were asked to share other ways the School2Home program has been helpful to them and or to offer suggestions. A sample of responses includes:

- *Good thing that help parents view grades, work assignments.*
- *It helped me keep track on my child's grades throughout this school year.*
- *It helped me and my wife use Schoology to see our daughter's grades and see what she has been up to.*

Some of the challenges encountered by parents included:

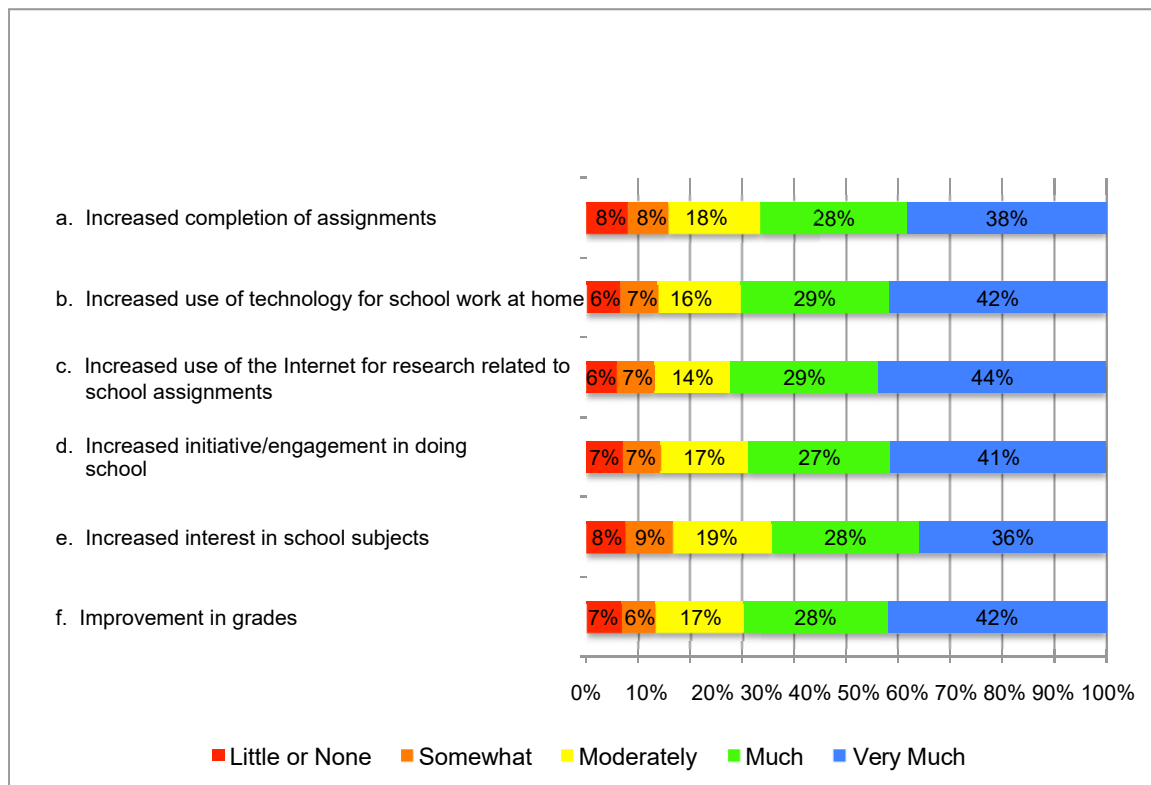
- Yes. My work hours limited me from participating or attending any School2Home training or parent workshops.
- Sometimes my child's computer does not work or won't connect to the internet at home.
- At the first orientation there were many websites and we were lost from the beginning.
- We live in the country so internet can be very slow at times. So sometimes this can make assignments on the computer more difficult.

Parent Perceived impact of School2Home on Students:

Parents were asked to indicate the extent to which they could attribute changes in student academic performance and motivation to the resources and training provided by the School2Home program according to the following five point scale: 1=Little or None, 2=Somewhat, 3=Moderate, 4=Much, 5=Very Much, NS=Not Sure. The distribution of responses is displayed on the charts.

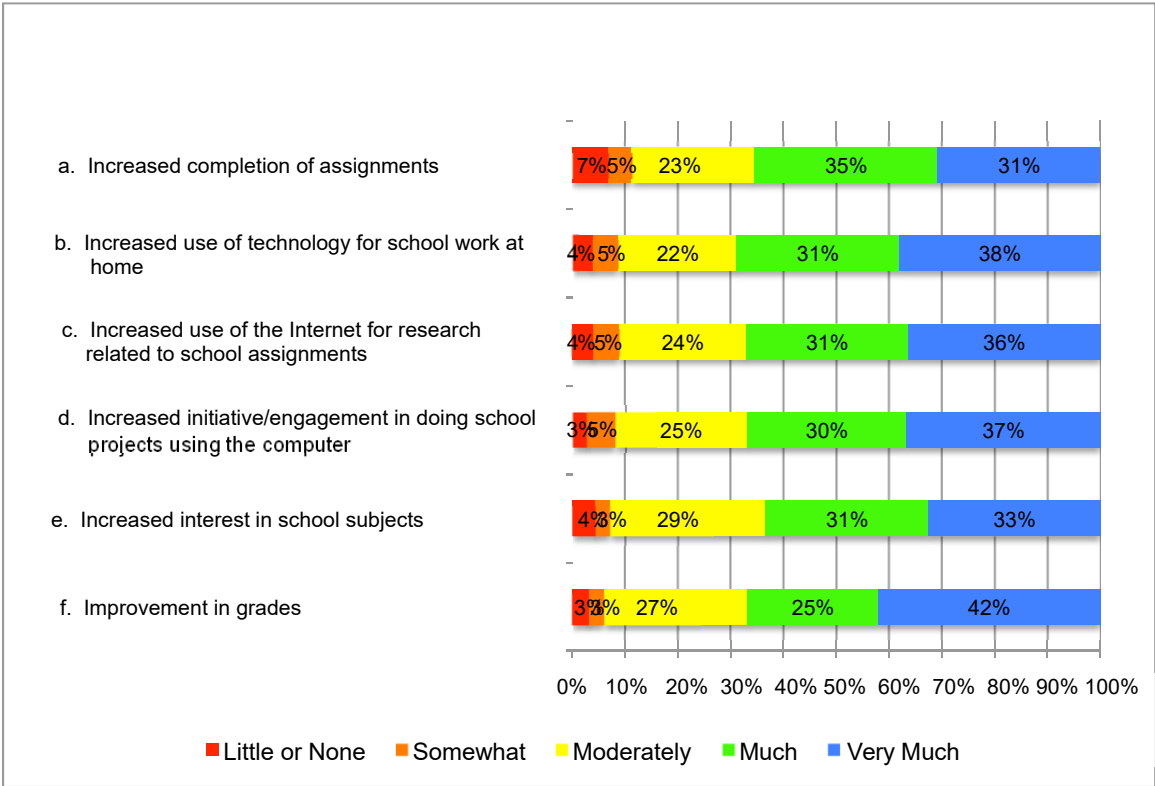
The English language parents reported relatively high levels of positive change with their children related to school with 65-77% reporting positive change. Highest levels of change were seen for increased use of technology at home, increased use of the internet for school assignments and improvement in grades.

Chart 10: Parent Observed Change in their Children Attributed to School2Home (English Survey)



The Spanish language parents reported similar positive change with their children, but at higher levels with 88-94% reporting positive change. Highest levels were for improved grades, interest in school subjects, use of the internet and use of technology at home for school assignments.

Chart 11: Parent Observed Change in Their Children Attributed to School2Home (Spanish Survey)



Some of the parents offered the observations of changes in their children. For example:

- *Helped student with more creativity for projects and research to help grades.*
- *Having a lap top designated for her was a big help. We are grateful for the program for this reason. I also love the block on inappropriate usage and sites.*
- *Not having to carry textbooks.*
- *It has helped my child stay in better communication with teacher and classmates when she was having problems in math.*
- *I appreciate that it is much easier to make her school work mobile. My daughter lives in two homes and she often goes to work with me. With her Chromebook it is easier to take her work with her.*

Technical Support for Students

On the Student Survey, students were asked if technical support had been available to them at school. The majority of the students (89%) had adequate technical support at school, and this was corroborated with observations and interviews during the site visits. This is an improvement from what students reported last year when 65% reported adequate support.

Table 14: Technical Support in School

Has technical support for the use of computers and the Internet been available when needed?	Total	Percent
Yes	3,414	89%
No	430	11%

An important component of School2Home is training students to be local “tech experts” who can assist other students, or their families, as well as increasing their own technical expertise for themselves. School2Home has partnered with MOUSE Squad and GenYES for student tech training. The students were asked if they would be interested in participating in a class that would enable them to become “tech experts.” About a third (32%) indicated they would need further information (35%). This is consistent with prior years.

Table 15: Student Interest in Student Technology Expert Participation

Are you interested in participating in a class to qualify you as a student technology expert that would help other students use and take care of their computers?	Total	Percent
Yes	1,230	32%
No	1,295	34%
Need more information	1,338	35%

Longitudinal Student Impact

This report includes three years of State assessment data since the academic measure, Smarter Balanced Assessments are only available for three years. In cases where School2Home measures have longitudinal data, it has been presented. Overall, School2Home has a favorable impact on students, parents, and teachers.

Additional Findings from Site Visits with Principals

During April-June 2017 the ESS Evaluator and the School2Home Program Directors visited the School2Home schools. The primary purpose of site visits was to interview the principals, and site Leadership Teams, to determine their perceptions of the level of implementation and impact of the School2Home program. Additionally, the visit provided an opportunity to assess the extent to which school-level contextual factors may have influenced the level of School2Home implementation.

As in previous years, the principals reported in the interviews, that the School2Home program is a valuable and important addition to the existing school programs. In most cases, parent involvement increased as well as the educational use of technology to increase student learning and motivation. More specifically, the principals responded to the following questions and provided some suggestions for improving School2Home.

Integration of School2Home into the School Program and Other Initiatives at the School: All principals viewed School2Home’s approach of aligning School2Home with the school’s academic priorities as a positive component of the partnership. The School2Home site work-plans support the State’s Local Control Accountability Plan (LCAP) and the School2Home evaluation data can be used by the schools as part of the State’s new accountability reporting. The planning process with School2Home has facilitated increased coordination where schools had multiple partners. Principals at the schools reiterated that students were very comfortable in taking the SBAC exams that were administered in April because they had been using the computers all year.

Many of the schools have multiple community partners, such as Leataata Floyd (Sacramento), SFIAM and John Muir in Los Angeles, Crozier in Inglewood. These schools reported that School2Home coordinated with the other partners at regular planning and implementation meetings with the school, and there is strong partner coordination. The schools and the partners now use the School2Home survey data to inform school planning, and in some cases, proposal preparation.

School Leadership Teams also commented on the flexibility of School2Home to meet their calendars with training for teachers and parents. Some schools have needed training in the summer, others during or after school or Saturdays. With a critical shortage of substitute teachers, the Jefferson USD needed to have an online option to support the in-person trainings, and School2Home worked with the county office to design the online course as a blended learning option. School2Home also trained site coaches for all of schools in Jefferson USD to strengthen the local adoption and support teachers and parents with implementation of the program.

Jefferson USD launched School2Home in 5 schools simultaneously. This is similar to the model applied previously in Riverside and San Bernardino. The technology director found this to be a cost-effective implementation, as the schools shared the training time, worked together, and developed a level of collegiality that crossed school lines. The district was able to efficiently plan technical support, and the school teams could share successes and assist each other with challenges from the beginning.

Teacher Impact: Winters Middle School found the School2Home partnership to be a catalyst for change. One teacher reported that over the three years of implementation that the school had been transformed. The CAASPP academic results were significantly improved and parents were using email to contact teachers. At Central Middle School, the math teachers have become presenters at statewide conferences and mentor their fellow teachers. Teachers reported that a professional learning community has been created and grown since the inception of School2Home. Schools in the Jefferson Elementary School conducted a significant portion of the School2Home professional learning online and blended this with face-to-face sessions. This created a climate where teachers' existing skills were honored and professional learning could become individualized.

At Leataata Floyd, School2Home was launched with 2 teachers, and in 2017, two additional teachers joined the partnership. Teachers were observed seamlessly integrating the use of the student devices into instruction. At Crozier, there was increased teacher use of the technology this year, and site leadership reported greater use of digital resources in the media center. At SFIAM, the teachers have integrated technology into the curriculum since the launch of the school, and in 2017 with the additional of technical support for the devices and network, teachers optimized the technology in the core content, resulting in SBAC gains exceeding the average for similar students.

Student Impact: At each of the sites, principals volunteered comments about the changes seen at school, including at lunch, before and after school. They commented on the clusters of students that would have their devices out, sharing with one another during the break periods. Several schools shared that they have had a significant decrease in discipline referrals. Although coding is not a part of the formal curriculum at many sites, students were able to take advantage of online sites where they could learn the basics. Not only could students check assignments, grades and communicate with their teachers using student learning management systems, they were very aware that in the many sites that have established parent portals, parents could see attendance and grades with a single click. In several of the schools, students were observed after school, remaining on campus to access the Wireless network for homework.

Equipment Management: Most sites have a student group or club that assists staff and other students with using, repairing and maintaining the devices. Schools have the option of having MOUSE Squads, supported by School2Home funding. The students are involved with the repairs and help manage the computer loaner program. In all cases, technical support at the school site is critical and in general, the schools received more consistent support this past year than previously. The former Mayor and now Assembly member for

Winters has been a strong supporter of local efforts to school and community universal access. This support has garnered additional community support for a bond measure to build out the infrastructure for the schools.

Parent Training and Participation: As in previous years, principals valued the parent education and engagement aspect of School2Home. Site leaders continued to suggest that the parent training be shortened and condensed. Winters held summer trainings for all of their parents, and have found this to be a successful model for their community. Some of the schools offer training throughout the year, as staffing permits. As the knowledge of parents has deepened with the advent of smart phones and the greater use of computers in the workplace, the parent education and engagement programs at School2Home has also changed. There are now workshops that focus on homework help, family assistance sites and using web resources for planning college and careers.

Principals described the benefits they were seeing with increased parent engagement and participation in school events. Jefferson Elementary School was able to train over 98% of their parents. Schools conducted digital safety and citizenship workshops that were well attended.

At Winters, the administrators participate with the teachers in School2Home professional learning. Parents at Stevenson receive school email accounts when they complete the training. DeJean continues to have significant problems with getting parent participation. One issue is the very young age of many of the parents, who themselves are grappling with their own maturity issues, economic challenges and language barriers while trying to raise children. Very few parents attended events, despite have incentives such as raffles for gift cards and food provided. This year, the staff provided training at orientation where parents were shown how to download the parent portal application on their smartphones, were assisted with logging on and then had to show a staff member that they had been successful.

CONCLUSIONS

There is evidence that School2Home is having a positive impact on instruction, student engagement and achievement, and parent engagement. The strongest evidence of change is based on information from the parent and teacher surveys and site visits, followed by the student surveys. Other indicators are preliminary data from the new state assessment system, CAASPP.

Highlights of the School2Home Parent, Student, and Teacher Surveys:

Parents: Responses by the 1,505 parents who completed the School2Home Parent Survey reported moderate to major increases in:

- Attention and interest in their student's school progress
- Their own use of technology in daily life
- Support of the school's use of technology as an instructional resource
- Access to, and use of computers at home with their child
- Their student's grades, engagement in school work, use of Internet for research, doing school- work at home, and use of computers for school-related projects

Students: Responses by the 4,136 students who completed the School2Home Student Survey reported moderate to major increases in:

- Access to, and use of computers and the Internet at home
- Finding information and doing research on the Internet
- Use of technology to support school work
- Completing writing assignments
- Use of technology to access test results, grades, and attendance reports

Teachers: Responses by 273 teachers who completed the School2Home Teacher Survey reported moderate to very much improvement or increases in student:

- Use of the Internet for research and school assignments
- Initiative in doing school projects using the computer
- Interest in school subjects
- Use of technology for school work
- Completion of assignments
- Academic performance measures
- Grades
- School attendance

The schools reported that having the 1:1 ratio of students to devices was a significant variable in ease of SBAC administration, compared to schools in which students do not have their own devices throughout the school year. The schools that have stability in leadership and teaching staffs that have been implementing School2Home over time, and integrate the 10 components of School2Home are showing greater than expected growth. These include Central in Riverside, Stevenson and SFIAM in Los Angeles Unified, Winters Middle.

The evaluators prepared a School2Home LCAP template to help schools integrate School2Home into their local site and funding plans. Integration of School2Home into the LCAP varied. Most schools report that they had already completed the LCAP and school/teacher involvement did not happen. A few of the schools/s, such as Winters JUSD used the template to plan for sustaining and expanding the program. This occurred because school leadership had the knowledge and commitment to make it happen.

The parent data continues to show a significant impact on the Latino or Spanish language families. School2Home has helped these families obtain, and/or understand the importance of Internet access in the home. Parents have developed skills using the technology tools to communicate with their children's teachers and others at the schools.

The teacher survey data show that there is wide variation in terms of teacher participation in the project and this is related to a variety of local factors primarily related to budget for released time for professional learning, quality of the coaching and supportive follow-up. The teachers are learning strategies to be more inclusive and communicative with parents, using the available technology tools. Teachers are also expanding their instructional resources and strategies to be more engaging and supportive of students and this is facilitated with the quality of digital resources available in their schools and classrooms.

The School2Home leadership acted upon the evaluation recommendations from 2015-2016. An online training was created from the professional learning modules. This is enabling sites to offer a blended approach to School2Home professional development. Some sites have substitute teacher shortages, and/or have teachers who join the mid-year. This enables the local coaches to support these teachers and continue with the School2Home professional learning. The website was revised and pushed updates out to the registered users. CETF has continued to push for low-cost Internet for low-income families, and has supported efforts by the schools to assist families in obtaining these services.

The evaluation disaggregates the parent data by home language, which is providing important data to support CETF's efforts to help families have Internet access. Evaluation results from all surveys are reported to the schools for their use in site planning.

Overall, School2Home is in full implementation stage. New sites in LAUSD are to be added for 2017- 2018, and that expansion should go smoothly given the experience and resources developed by the staff and partners. When schools and districts are considering adopting School2Home, they are invited to the Leadership Academy to become familiar with the program and have the opportunity to interact with the site Leadership Teams that are in full implementation.

RECOMMENDATIONS

1. Refine the parent training content to include support on how to access, read and interpret the new California School Dashboard <https://www.cde.ca.gov/ta/ac/cm/> so that parents can understand the State's assessment and school reporting.
2. Collaborate with school personnel responsible for drafting the Local Control Accountability Plan. Specifically, the LCAP should describe the role of School2Home training and technology resources and the allot funding that will support sustainability.
3. Continue the School2Home teacher-professional development and coaching support to provide opportunities for teachers to individually or in teams, develop, implement, evaluate, and share School2Home related classroom interventions, technology –applications, activities, and lessons that align with the School2Home goals and objectives. This would shift the professional learning focus to a project-based/teacher as researcher approach.
4. Identify ways that participating teachers could have opportunities to report and share their School2Home intervention strategies with each other as well as the site administrator and be acknowledged for their effort. Perhaps a sharing or highlight feature on the School2Home website.
5. Aggregate and share School2Home classroom and parent interventions that show the greatest overall impact. Other participants could adopt or adapt these effective actions.
6. Seek and consider alternative ways that parents can participate that meet the objective of School2Home to increase parent involvement and engagement. For example, work schedules and childcare needs can make it difficult for parents to attend multiple workshop sessions.
7. Continue increased proactive support from California Emerging Technology Fund for Internet connectivity. Internet in the homes, while improved from prior years was, in some cases, problematic.
8. Prepare a user-friendly School2Home Adoption Guidebook (print and digital) to assist schools in adopting or adapting the School2Home program for their site. This guidebook would include: a) minimum criteria for adopting School2Home; b) technology and connectivity needed at school and home; c) description of teacher professional learning; d) description of parent training; e) sample surveys and evaluation tools; f) strategies for obtaining community and support; and g) potential funding sources for various components of School2Home.

APPENDICES

APPENDIX 1: SAMPLE OF 2016-2017 SCHOOL2HOME IMPLEMENTATION

Bayshore Elementary School District

Garnet J. Robertson Elementary School (now incorporated into the Bayshore School) is contiguous to the Jefferson Elementary School and was in its first year of implementation in 2016-2017. They partnered with the Jefferson Elementary School District to provide teachers with professional learning opportunities resulting in 100% of teachers being trained. The school was undergoing a profound reorganization as it opened a brand new site and combined all of the classrooms and grade levels. The initial plan was to roll out devices to the 5th and 6th grades in 2016-2017 and to the 7th grade in 2017-2018 and finishing with the 8th grade in 2018-2019. This plan was modified by financial constraints but classroom use only devices were used extensively in day to day teaching and learning. The plan is back on track for the coming year.



Inglewood Unified School District



Crozier Middle School, located in the city center of Inglewood, joined School2Home last year to support the focus on school improvement as part of the district reorganization. CETF is supporting efforts to significantly improve learning opportunities for all students in the community. This calls for rigorous standards-based learning supported by highly qualified staff in a cohesive educational system characterized by high student achievement, social development, safe schools and effective partnerships with all segments of the community. CETF is supporting Crozier with computing devices, teacher and parent training.

Jefferson Elementary School District

Jefferson Elementary School (JESD) is located just south of San Francisco, California. The district decided on a full immersion model, including all of its middle schools and the 6th, 7th, and 8th grades of its one K-8 elementary school. The participating schools are **Thomas R. Pollicita Middle School, Benjamin Franklin Intermediate School, Fernando Rivera Intermediate School and Franklin D. Roosevelt Elementary School**. The district is conducting a “rolling” implementation of device distribution starting with 6th grade students and families in 2016-2017 and continuing by adding one more grade level each year. All of the 6th, 7th and 8th grade teachers were trained at once.

In order to prevent wide scale absences on professional learning dates, and to accommodate differentiation for teachers, the district served as a beta partner for the online version of the professional learning modules. The School2Home Professional Learning course was updated in partnership with the San Mateo County Office of Education. The experiment was very successful and led to further refinements and the creation of a template that is available for any interested district or school to use.

The central office staff was committed to the project and increased the on-site time for dedicated technology integration specialists (teachers on special assignment) by one full day each week at each site. Principals met as an implementation cohort to plan and to remove any roadblocks.

Parent training was conducted at feeder sites after drop off times and before pick up times in order to provide parents with convenient opportunities. Training was also available during the summer vacation and during school site orientations. Over 98% of the parents were trained as a result of this approach.



Los Angeles Unified School District

Joseph LeConte Middle School is working with a 6th grade cohort at present and is looking forward to involving their 7th and 8th graders as devices can be provided for. School2Home has partnered with the Youth Policy Institute in Los Angeles to support the school.



Madison Middle School serves more than 1,000 students including the Kindle-the-Passion Academy, one of three “houses” within the school. There are 366 students in grades 6-8 in the Kindle-the-Passion Academy which began implementing School2Home in 2014. In partnership with Hewlett Packard and Microsoft, the Academy first distributed devices to students in the late spring of 2014. Participating teachers received 18 hours of School2Home professional learning, and a dedicated coach provides follow-up and support. The Student Technology Expert program was launched in the spring. As a result of the School2Home program, Madison,

with support from the parent community, converted the former woodshop classroom to a technology and robotics lab to deepen the use of technology at the site. They have now expanded the space to include a media production studio. With three different houses on campus, school officials observed that the students in the Kindle-the-Passion Academy were far more comfortable than students in the other houses when taking the SBAC exams, where students had difficulty logging in and using the computers to respond to test questions.



Edwin Markham Middle School is in the first year of planning and start-up implementation. School2Home has joined with the Partnership for Los Angeles Schools to bring the program to the site. The school serves 1,025 students in grades 6, 7, and 8.

Muir Middle School began implementing School2Home in July 2012. Based on the blended learning project goals of Muir' partner, LA's Promise, the decision was made to begin implementation with the 380 7th grade students. Another partner, Families in Schools, helped train close to 80% of seventh grade parents during the first year of implementation. Students received Windows netbooks for use at home and at school. During the following year, Muir received iPads for all students, as part of the LAUSD Common Core Technology Program. While it was initially anticipated that the students would be able to bring the iPads home, problems with initial implementation at other school sites, lead to the making the decision that the devices would not be used off campus. Students whose parents had participated in the School2Home professional development (PD) the previous year continued to be able to use the netbooks purchased when they were in 7th grade, but School2Home was unable to integrate the iPads into the "home" component of School2Home. Muir continued to offer parent workshops to families during the school year, even though devices could not be sent home. Muir teachers participated in professional learning covering three of the School2Home modules, as well as iPad professional development provided by the district. Other School2Home professional learning modules had been provided the previous year. CETF provided management and planning support, parent education and engagement, professional learning, and coaching support.



San Fernando Institute for Applied Media (SFIAM) is supported by the Youth Policy Institute (YPI) that is co-located on the campus of the larger San Fernando Middle School, with its own administration and separate student body. As a YPI school, SFIAM already was benefitting from a CETF-supported YPI initiative that provided refurbished computers to families for students to use at home. Teachers at SFIAM self-selected to join the Institute in part to be focused on having students use technology for learning. SFIAM began implementing School2Home for the 6th grade students during the middle of the 2011-2012 school year, and by 2014-2015, all three grades were participating.



YPI provided extensive support to the project, helping to coordinate parent outreach and workshop organization, as well as providing technical support in preparing devices for distribution. YPI provides a full time parent advocate to staff a parent center. The district has provided additional iPad carts, which were used to administer the Smarter Balanced Assessment Consortium (SBAC) exams.

Stevenson Middle School is a large middle school that began participating in School2Home as the first beta site in January 2010. Implementation began with the 6th grade students that year, with expansion the following years into 7th and then 8th grades. Each year new netbooks were purchased for the incoming 6th graders, and older students used their original devices. All Stevenson teachers have previously participated in the 24 hours of School2Home professional learning. Stevenson incorporated additional professional learning into their regular planned department workshops. The coach worked with individuals and small groups to help them plan for integrating netbook use in their instruction and helped develop an incentive program to encourage students to bring their netbooks to school.



CETF helped support a blended learning program for two classes of sixth graders. Stevenson covered custodial support for after-hours workshops for parents and teachers and supported the parent center, which provided ongoing outreach to families as part of School2Home. The parent center staff provides support to parents with technology use. The school acquired blended learning software, which students used to focus on building their skills in mathematics and reading. LAUSD supported the project by providing the network bandwidth, LAUSD Google accounts to students, and online content resources and professional learning opportunities. The Partnership for Los Angeles Schools provided licenses for the blended learning software.

Mark Twain Middle School joined the School2Home community in 2016-2017 and is completing its first year in the program. A mid-sized school, it serves 650 students and families. The site already has an active family support group that maintains a private website and helps with activities.



Oakland Unified School District

West Oakland Middle School began implementation in the 2014-2015 school year. Teachers were trained in a sustained professional development program over 7 months of the school year. Each School2Home module was customized to reflect the curricular needs of the school and a website was established to form both an archive of the resources presented as well as a place for new resources as they were discovered and developed. Classroom use of the school devices soared dramatically during the year as the teachers were trained. In the second and third years, new teachers completed an online version of the professional learning components to meet the 24 hour requirement.

Device allocation occurred through Oakland Technology eXchange (OTX), a community partner of the California Emerging Technology Fund. OTX provided a refurbished computer, preloaded with a number of learning applications and software, to each family that completed School2Home training. Families owned the devices and received free tech support through OTX. This meant that the School2Home vision was maintained but that devices were not carried each day from the home to the school.



Riverside Unified School District

Central Middle School began participating in School2Home as the second beta site in February 2010. Implementation began with the 7th grade students that year, with expansion the following year into the 8th grade. While not officially a School2Home site during the 2011-2012 school year, Central continued to operate a one-to-one program based on the principles of School2Home, and officially re-joined the project in the Fall of 2012 and continued to participate during the 2016-2017 school year. With continued CETF support, 720 7th and 8th grade students participated, with new Chromebooks being purchased for the incoming 7th graders. RUSD, having secured a waiver from the State Board of Education, provides student textbooks on the devices, rather than issuing print textbooks to students.



The school employs a full time Instructional Technology Coach who helps manage the School2Home program and supports teachers with implementation. Central implemented a robust program headed by their Tech Coach as part of the Student Technology Expert Component of School2Home. RUSD supported the project with professional learning and

coordination. The district has a student learning management system, PowerSchool Learning, which students use daily to check class assignments and access resources. Central continued to provide parent workshops, with 99% of new 7th grade parents participating during the school year.

Chemawa Middle School began participating in School2Home in August 2012. Implementation continues with both 7th and 8th grade students that year, with devices being purchased for all 973 students. RUSD, having secured a waiver from the State Board of Education, provides student textbooks on the devices, rather than issuing print textbooks to students.

During the first year of implementation, all teachers participated in the 24 hours of School2Home professional learning. During the 2016-2017 school year, Chemawa continued to incorporate additional professional development into their regular staff meetings, and the School2Home coach supported teachers with planning for implementation in their classrooms. The district office and Central staff helped Chemawa teachers prepare for the parent education and engagement workshops, with Chemawa succeeded in providing workshops to 97% of the parents. During the second semester, additional technology courses were made available to Spanish-speaking parents as part of a school outreach program. RUSD supported the project by helping with planning, supporting professional learning, and providing the PowerSchool learning management system.



University Heights Middle School began participating in School2Home in August 2013. Implementation began with both 7th and 8th grade students that year, and chromebooks have been purchased for all students. During the first year of implementation, all of the 7th and 8th

grade teachers participated in the 24 hours of School2Home professional learning. University Heights continues to incorporate technology integration workshops into their regular staff meetings, with a focus on integrating the use of the Chromebooks and the use of the Google Suite of applications into classroom activities. The district office staff helped University Heights teachers prepare for parent education and engagement workshops, and they succeeded in providing workshops to 99% of the parents. RUSD supported the project with coordination, resources and providing the PowerSchool Learning Management System (PSLMS). Students



use the PSLMS and check classroom assignments. The School Leadership Team is planning to begin implementing MOUSE Squad in the upcoming year to support the Student Technology Expert component of School2Home.

Sacramento City Unified School District

Leataata Floyd Elementary School in downtown Sacramento is one of the Superintendent's Priority Schools. The school focuses on 3 targets: Academic Instruction, Core Belief Systems and Engaging Students, Families, Communities. These targets reflect the SCUSD strategic plan pillars (Academic Instruction=Career and College Ready Students, Core Belief Systems=Organizational Transformation, Family and Community Engagement=Engaging our Students, Families and Communities) and will align our design efforts to increase student performance.



Leataata Floyd began School2Home implementation with 2 teachers, with plans to expand next year. The teachers participated in individualized training on all of the professional learning modules, and parents received training on the parent modules over the course of the school year.

West Contra Costa Unified School District

Lovonya De Jean Middle School, located in Richmond, California, began implementation in 2014-2015. This school year was the third year of implementation for the site and served 584 students and their families. The school is situated in a rapidly changing neighborhood with high transition rates and low incomes. The district bought tablet computers for every student and provided technical assistance for the devices. Parent handbooks were written collaboratively with the district technology team and the counseling team at DeJean.

Professional learning opportunities were provided for the new and incoming teachers who did not participate in the initial year and was provided by School2Home and collaboratively with members of the school staff. Collaborative planning with central office content subject specialists ensured the smooth interweaving of technology with district initiatives. School2Home also provided training for the teachers giving the Parent Engagement Workshops, administrative support, and booklets on cybersafety for students and parents.

The district uses a parent portal to provide information on grades and attendance for parents and guardians. Instructions on using the portal and communicating with teachers and staff were included in all of the parent engagement workshops. Parents were assisted at the orientation walk through to download the Parent Portal app and to do the initial sign-on on their mobile devices. Parents were also shown how to use a variety of translation applications to help overcome language challenges in communicating with the school site.



Winters Joint Unified School District

Winters Middle School began implementation of School2Home in the fall of 2014. While only a 45 minute drive from Davis, the community is a rural one, with agriculture still a key factor in the city's economy. The Mayor of Winters took a lead role in working with the school to plan for School2Home. During the 2014-2015 school year, all 120 sixth graders participated in the program, with expansion to the remaining 359 students for 2015-16. In the 2016-17 school year, the district expanded the School2Home model to include all of the schools. Winters families were highly receptive of the program and again, 100% of the 6th grade parents participated in the School2Home workshops. English and Spanish-speaking families attended sessions together, with live translation available through headsets during the workshops. With assistance from School2Home consultants, the Parent handbooks were customized for Winters and distributed to participating families.

The administration supported all of the teachers in participating in the 24 hours of School2Home professional learning. Participating teachers created classroom websites using Edmodo, and several used the Edmodo site with their students to provide access to resources and classroom assignments. The district supported releasing teachers for two periods each day to serve on the School Leadership Team and be the School2Home Coach. In preparation for the third year of School2Home, Winters Middle School scheduled parent workshops during their summer break, enabling them to have devices ready for students in the other grades in the third week of school. Students and families in the other sites embarked on new trainings conducted by the district staff in order to fulfill the goals and objectives of School2Home.



APPENDIX 2: LOGIC MODEL



THEORY OF CHANGE The Logic Model

The School2Home Theory of Change includes the following major tenets: (1) Digital Literacy and deeper learning skills are critical for success in the today's digital world, and are especially important for children in poverty, many of whom lack access to technology at home. (2) Schools serving children in low-income neighborhoods face many challenges and require technical assistance to use technology effectively for improving student outcomes. (3) Improved student academic performance is best achieved through a comprehensive set of strategies that build the long-term capacity of school leaders and teachers and establishes a culture of innovation and accountability. (4) Effective technology integration programs must be carefully planned and supported by all key stakeholders. (5) Regional and statewide communities of practice or learning communities will foster lasting systemic change.

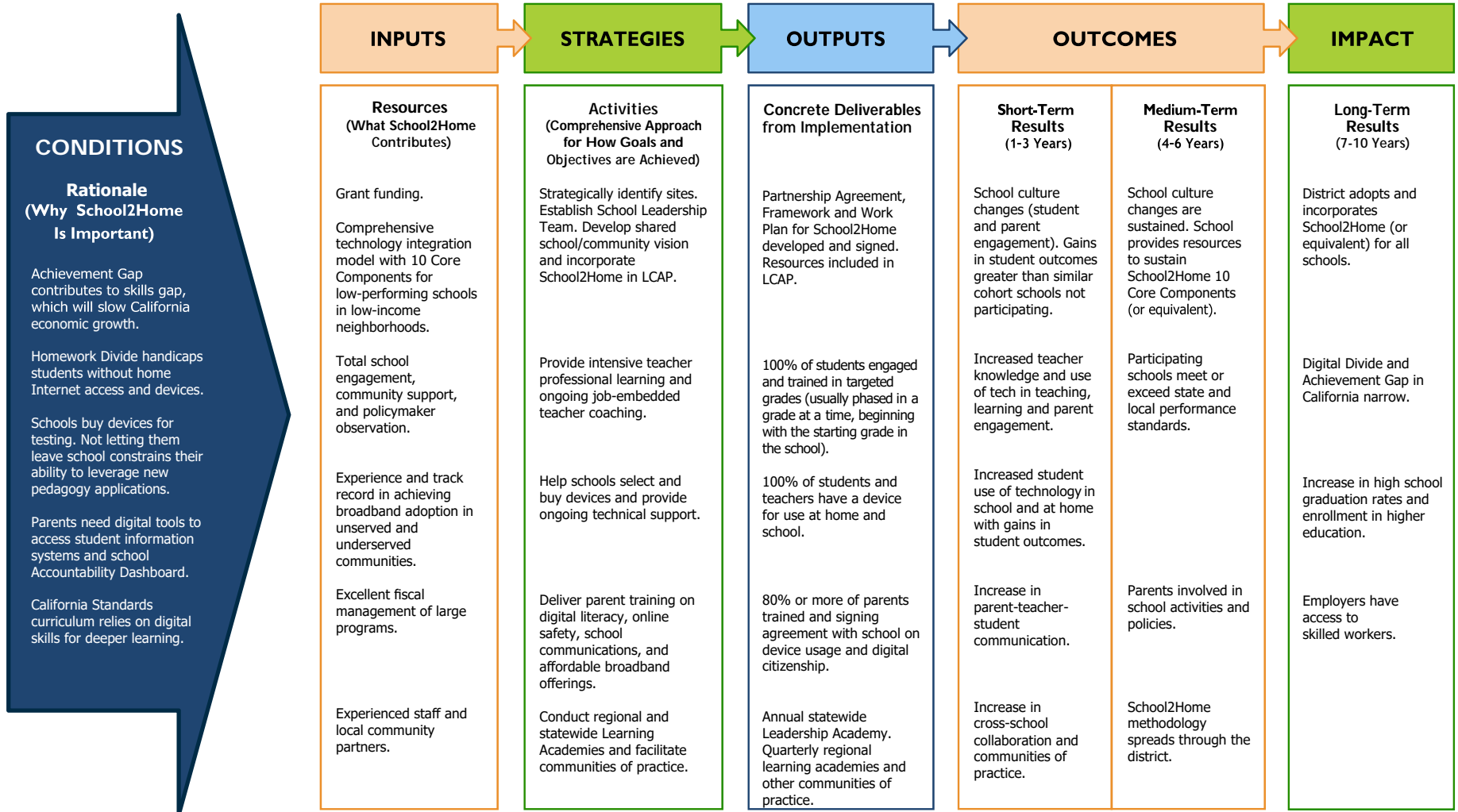
The School2Home 10 Core Components each are a discrete intervention supported by research and evidence. They are integrated into a comprehensive program that transforms the culture of a school to a high-performing organization. When implemented with fidelity over 3 to 5 years, School2Home will result in: stronger school leadership and an improved learning environment; more technically-proficient teachers who are able to incorporate technology into teaching and parent engagement; more parents who are involved in their child's learning; extended learning beyond the school day; and accelerated academic performance improvement.

Changes in school leaders, teacher, parents, and students will be expected and measured in common goals, objectives, and outcomes that align with California's priorities for education. This Theory of Change is presented in the Logic Model.

This Logic Model was developed to inform the design of School2Home and refined through implementation and annual evaluations since being launched during the 2009-2010 school year. The graphic representation of the Logic Model sets forth the interventions and shows the links between required resources, activities and outputs to achieve short-term (1-3 years), medium-term (4-6 years), and long-term (7-10 years) outcomes and impact. Short-term outcomes refer to changes at the organizational and individual levels in attitudes, knowledge, and skills. Medium-term outcomes relate to changes in policies, practices and programs at the school and community levels. Given that short-term and medium-term outcomes for the school, teachers, students and parents are the critical path for long-term impact on systems at the district and state levels, more detailed outcomes are delineated in the tables following the graphic. School2Home continuously monitors research in the field to inform practices essential to student success. The Logic Model serves as a guiding frame for evaluating School2Home.

SCHOOL2HOME LOGIC MODEL

Overarching Goal: Close Achievement Gap and Digital Divide in California



Context for Outcomes and Impact

The quality of outcomes and the magnitude of impact depend on the fidelity of implementation of all 10 Core Components of School2Home. It is essential that school leaders invest sufficient quality time before implementation in the first Core Component of Planning, Assessment and Leadership to develop a Framework and Work Plan that are understood, internalized and embraced by all school personnel. This process typically will take 3–6 months. Launch of implementation ideally coincides with the beginning of a school year with adequate preparation and distribution of information to students and parents in advance.

Short-Term Outcomes for School2Home (1 – 3 Years): Expected changes at the individual level in attitudes, knowledge and skills following School2Home interventions: Planning, Assessment and Leadership; Technology Bundles (1-to-1 device environment); Teacher Professional Learning; Teacher Coaching and Mentoring; Parent Engagement and Education; and Learning Academies. These benchmarks are used to assess outcomes in the site visits, interviews and surveys for Evaluation.

School (Principal)	<ul style="list-style-type: none"> • Support technology integration in their school, complete the annual School2Home Framework in a timely manner, and lead implementation of School2Home with regular meetings of the School Leadership Team. • Allocate requisite resources and secure funding for student devices, coaching and other Core Components. • Reinforce digital citizenship practices by engaging with students and parents to foster appropriate behavior. • Distribute information about affordable high-speed Internet service offers and encourage adoption. • Incorporate School2Home into the Local Control Accountability Plan to support at least 6 of the 8 state priorities.
Teachers	<ul style="list-style-type: none"> • Enhance pedagogy with technology (use the SAMR model to assess technology integration). • Know and teach California standards especially those related to technology, digital media and digital citizenship. • Meet California Standards for the Teaching Profession (CSTP) and the corresponding International Society for Technology in Education (ISTE) Standards: <ul style="list-style-type: none"> ◦ 1.4: Using a variety of instructional strategies resources and technologies to meet students' diverse learning needs. (ISTE 4c, 5b) ◦ 2.2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. (ISTE 1c, 3a, 5c, 6b) ◦ 3.5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adoptive material, to make subject matter accessible to all students. (ISTE 2b, 2c)

	<ul style="list-style-type: none"> ◦ 5.6: Using available technologies to assist in assessment, analysis, and communication of student learning. (ISTE 7a, 7b, 7c) ◦ 6.2: Establishing professional goals and engaging in continuous and purposeful professional growth and development. (ISTE 1a) ◦ 6.3 : Collaborating with colleagues and the broader professional community to support teacher and student learning. (ISTE 1b) ◦ 6.4: Working with families to support student learning. (ISTE 4b, 4d) ◦ 6.7: Demonstrating professional responsibility, integrity and ethical conduct. (ISTE 3c, 3d) • Develop and practice personalized learning opportunities for students. • Share lessons that integrate technology with other teachers in a “community of practice.”
Parents	<ul style="list-style-type: none"> • Support their students in adhering to digital citizenship standards. • Use the parent portal of the school student information systems to oversee their student’s performance and engage with school personnel. • Use the school-provided device responsibly to learn and support daily living. • Purchase and maintain a high-speed Internet service plan. • Understand and use the California School Dashboard to regularly check school performance.
Students	<ul style="list-style-type: none"> • Behave according to digital citizenship guidelines. • Learn and comply with the California standards, especially those related to technology use and digital media. • Become more engaged in learning, both on their own and with others, logging more time on tasks at home. • Demonstrate improved engagement with school (reduced disciplinary problems and absenteeism). • Meet or exceed California Standards in English Language Arts, Math and Science.

Medium-Term Outcomes (3–6 years): Expected changes in practices, programs and policies at the school, district and community level with accelerated improvement in student academic performance.

School	<ul style="list-style-type: none"> • Achieve gains in both status and progress in student performance measures, especially for underserved student groups, on state and local priorities. • Provide ongoing resources to implement the 10 Core Components after the initial School2Home implementation to ensure the intervention is fully integrated into ongoing efforts to improve student outcomes and stakeholder accountability. • Serve as a model and a resource for other schools that want to use School2Home methods and tools.
District	<ul style="list-style-type: none"> • Complete device specification, purchase, replacement, and repair cycles annually. • Incorporate School2Home in the district LCAP and budget as well as other official documents to increase the use of School2Home in other district schools with fidelity and appropriate resources. • Engage in meaningful parent and stakeholder engagement to build broad-based support for School2Home from parents, businesses, local elected officials, and community based partners.
Community	<ul style="list-style-type: none"> • Advocate the use of School2Home as an effective intervention for improving student outcomes in low-performing schools at LCAP and other community outreach meetings and augmenting school-site implementation with additional resources. • Include School2Home in broader collective action initiatives, such as Neighborhood Transformation, that are focused on improving conditions for underserved communities. • Implement city and countywide strategies to close the Digital Divide by adopting comprehensive Digital Inclusion Action Plans that meet the needs of underserved communities and the agencies that serve them.

State	<ul style="list-style-type: none"> • Approve policies and articulate professional standards that support ethical implementation of education technology, digital material and other digital resources that support student learning at school and at home, engage parents, and address the uneven distribution of technology that exists among high and low-performing schools. • Allocate funding to School2Home to provide targeted technical assistance and capacity building to districts and schools that have significant achievement gaps as identified on the California School Dashboard. • Pursue state and national policies to close the Digital Divide in underserved communities and support coordinated Digital Inclusion and broadband deployment initiatives to this end.
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About School2Home

School2Home was developed and is led by the California Emerging Technology Fund. School2Home is an innovative statewide initiative to close both the Achievement Gap and Digital Divide by integrating the use of broadband-enabled computing devices into teaching and learning coupled with significant parent engagement at low-performing middle schools. It is anchored in research and best practices for improving academic performance and effectively using technology. School2Home was designed by leaders from public, private, community and philanthropic sectors with two major goals:

- To improve student achievement at low-performing middle schools in California to help close the Achievement Gap.
- To increase the adoption of computing skills and broadband service by the families of underserved middle school students to help close the Digital Divide.

School2Home employs a comprehensive set of inter-related interventions to transform school culture in ways that support improved student outcomes on a wide range of measures. School2Home is the essential framework to turn around low-performing schools and the requisite platform for innovative pedagogy, personalized learning, and implementation of Common Core Standards. It is consistent with the Local Control Funding Formula (LCFF) reforms and implementation, the new school finance system in California adopted into law in 2013. Consistent with LCFF priorities, School2Home addresses academic attainment, school climate and parent engagement.

APPENDIX 3: CHANGES TO CALIFORNIA SCHOOLS IMPACTING SCHOOL2HOME DESIGN AND IMPLEMENTATION

School2Home began in 2010 with its first beta site, Stevenson Middle School in Los Angeles Unified School district. As one might expect, School2Home has had to adapt to changes in the state education system – standards, curriculum, assessments, and funding models. Significant changes include the 2010 adoption of the Common Core State Standards for both English language arts (ELA) and mathematics. This was followed by the 2012 adoption of revised English language development standards and the 2013 adoption of Next Generation Science Standards. Subsequent to adoption of revised standards, other portions of instructional programs must be updated to align with the standards. Districts and schools throughout the state have been adjusting their instructional materials, pedagogical methods, professional learning, and assessment programs to place align all aspects with each set of standards as they are adopted.

In 2013-2014, an overhaul of the school funding model resulted in the Local Control Funding Formula (LCFF) which provided allocated school funds in three tiers – a base formula, a supplemental allotment, and a concentration amount for districts that qualify. The base grant is uniform and based on daily attendance by grade span (K-3, 4-6, 7-8, and 9-12). The supplemental allotment is based on an unduplicated count of the percentage of students impacted by poverty, language acquisition needs, foster status, or any combination of the three. The third tier of funds is granted when there is a concentration of high need students (55% or more of the student population). The LCFF allowed greater flexibility at the local level than the prior categorical funding model. It mandates community engagement in the development process and requires that each district focus on a panel of indicators tied to eight priorities rather than ELA and math alone. Each district fully sets goals and allocates resources for improving the indicators in its own Local Control Accountability Plan (LCAP). LCAP requires parent and community input.

In 2015, students in California began taking the ELA and mathematics assessments designed by the Smarter Balanced Assessment Consortium (SBAC). The assessments are largely taken on a computing device and require the ability to navigate the testing platform as well as demonstrate content knowledge, skills, and practices. The English Language Proficiency Assessments for California (ELPAC) will succeed the prior assessment for English language assessment and at this writing, the California Science Test is being field tested with the operational test planned for the 2018-19 school year.

Federal accountability has been changing along with the state accountability changes. In 2015, the federal Every Child Succeeding Act (ESSA) replaced No Child Left Behind Act of 2001. The California State Department of Education has submitted a plan for the California School Dashboard to be the monitoring tool. Districts and schools will be monitored by two aspects of performance. One aspect is status – absolute performance in the indicator area – high/low, very high/low or maintained. The other aspect is how much change was made (increased/decreased, increased/decreased significantly, or maintained). Each indicator is shown for the school and district overall as well as each of the 13 student groups - nine racial/ethnic groups plus English learner, special education, socioeconomically disadvantaged, foster, or homeless.

The recent changes in federal accountability listed above are in combination with the standing requirement that California schools submit a School Accountability Report Card (SARC), and the requirement that schools receiving federal funds submit a Single Plan for Student Achievement (SPSA). SARCs report teacher qualifications, instructional materials availability, and condition of facilities. The SPSA guides the site instructional program, and its formulation requires parent input and approval through the School Site Council. School2Home has incorporated its dual goals, its 10 Core Components, State Standards assessments, and LCAP indicators into its revised logic model.

APPENDIX 4: SURVEY RESPONSES BY SCHOOL AND BY SURVEY

School	Teacher	Student	Parent (English)	Parent (Spanish)
Benjamin Franklin	16	112	19	11
Central	33	519	246	61
Chemawa	39	614	280	33
Crozier	11	113	65	21
Fernando Rivera	17	84	23	1
Franklin Roosevelt	3	37	0	0
Garnet Robertson	3	0	3	1
LA Promise Charter School	6	43	18	16
Leataata Floyd	1	23	27	0
LeConte Middle	8	40	1	0
Lovonya DeJean	19	216	2	1
Maclay	0	4	1	0
Madison	9	333	248	0
Muir	45	311	3	25
SF Institute of Applied Media	2	68	7	16
Stevenson	2	300	29	38
Thomas Pollicita	17	207	22	8
University Heights	18	593	194	1
West Oakland	3	37	4	0
Winters Elementary	1	8	2	1
Winters High	3	214	14	2
Winters Middle	17	260	29	10
TOTAL	273	4,136	1,256	249
NOTE: Schools that were in planning phase only did not participate in surveys. Markham was in early planning and Wolfskill Continuation School did not complete surveys. SBCUSD administered the surveys separately and report separately.				

At the end of the year, the online Teacher Post Assessment Survey was administered to determine teacher perspective of School2Home impact. The survey was completed by 273 teachers from 21 schools. The subjects taught by the teachers, and distribution by school, are shown on the Table 3.

APPENDIX 5: TEACHER PROFILE: SCHOOL AND SUBJECT

School	#
Benjamin Franklin Intermediate	16
Central Middle School	33
Chemawa Middle School	39
Crozier Middle School	11
Fernando Rivera Intermediate	17
Franklin Roosevelt Middle School	3
Garnet Robertson Intermediate School	3
LA Promise Charter School	6
Leataata Floyd	1
LeConte Middle School	8
Lovonya DeJean Middle School	19
Madison Middle School	9
Muir Middle School	45
San Fernando Institute of Applied Media	2
Stevenson Middle School	2
Thomas Pollicita Middle School	17
University Heights Middle School	18
West Oakland Middle School	3
Winters Elementary School	1
Winters High School	3
Winters Middle School	17
Total Responses	273

Surveys are made available to teachers online. While School2Home personnel encourages completion by all participants, the reader should be aware that survey outcomes might be influenced by the differences in participation from school to school.

Subject Taught	#
English	55
Math	83
Science	53
History	53
Special Education	25
Other	80

More math teachers responded than did other teachers. The other three core subjects – English, Science, and History have a similar number of respondents. Student profile is as important as teacher profile. Understanding the characteristics of the student populations will help us understand the dynamics likely to be present on campus.

APPENDIX 6: STUDENT SURVEY PROFILE

The School2Home Student Survey was administered at the end of the 2016-2017 school year. There were a total of 4,136 valid respondents.

Your School:	#	%
Benjamin Franklin Intermediate	112	3%
Central Middle School	519	13%
Chemawa Middle School	614	15%
Crozier Middle School	113	3%
Edwin Markham	0	0%
Fernando Rivera Intermediate	84	2%
Franklin Roosevelt Middle School	37	1%
Garnet Robertson Intermediate School	0	0%
LA Promise Charter School	43	1%
Leataata Floyd	23	1%
LeConte Middle School	40	1%
Lovonya DeJean Middle School	216	5%
Maclay Middle School	4	0%
Madison Middle School	333	8%
Mark Twain	0	0%
Muir Middle School	311	8%
San Fernando Institute of Applied Media	68	2%
Stevenson Middle School	300	7%
Thomas Pollicita Middle School	207	5%
University Heights Middle School	593	14%
West Oakland Middle School	37	1%
Winters Elementary School	8	0%
Winters High School	214	5%
Winters Middle School	260	6%
Total	4,136	100%

APPENDIX 7: STUDENT GROUPS BY RACE OR ETHNICITY

The following tables describe the student groups present at participating schools. Demographics are collected through the California Longitudinal Pupil Achievement Data System (CALPADS) and posted to DataQuest or other CDE reports. All but six schools have less than half the state average of 24% White students. While race or ethnicity is not a determinant of school performance, it has been correlated with an outcome pattern that tends to come below the overall average. Conversely, School2Home percentage of Hispanic students tends to be well above the state of average 54%.

School District	School	Grades	Number of Students	Percent Race/Ethnicity							
				Hispanic or Latino	Black or African American	White	Native American or Alaskan	Asian	Fillipino	Hawaiian or Pacific Islander	Two or More Races
Alum Rock Union School District*	Clyde L. Fischer Middle School*	6, 7, 8	544	85.6	2.0	1.7	0	7.4	3.4	2.3	0.3
Bayshore Elementary School District	The Bayshore School (formerly Garnet J. Robertson Intermediate School)	5, 6, 7, 8	187	40.6	4.8	3.2	0	16.4	24.6	5.3	2.1
Inglewood Unified School District	Crozier Middle School	7, 8	658	71.0	26.7	0.3	0.3	0.5	0.5	0.3	0.2
Jefferson Elementary School District	Thomas R. Policita Middle School	6, 7, 8	676	45.7	1.8	2.2	0	9.9	36.4	1.9	2.1
	Benjamin Franklin Intermediate School	6, 7, 8	667	32.2	2.1	9.9	0.3	13.2	35.5	1.9	4.8
	Fernando Rivera Intermediate School	6, 7, 8	506	24.5	1.0	3.4	0.2	26.5	37.7	0.8	5.7
	Franklin D. Roosevelt School	K-8	401	32.7	3.5	6.0	0	19.5	31.7	0.7	6
Los Angeles Unified School District	Christopher Columbus Middle School	6, 7, 8	689	81.4	4.4	5.2	0.2	3.9	3.3	0	0.4
	Joseph LeConte Middle School Partner: Youth Policy Institute	6, 7, 8	944	78.6	5.4	9.5	0.3	2.2	3.3	0.2	0.4
	James Madison Middle School Partner: Kindle The Passion Academy	6, 7, 8	366	70.1	2.3	21.9	0.1	2.9	1.9	0.3	0.5
	Edwin Markam Middle School Partner: Partnership for LA Schools	6, 7, 8	762	76.1	22.7	0.5	0	0.3	0.1	0	0.1
	Monsenor Oscar Romero Charter Middle School	6, 7, 8	387	99.4	0.0	0.0	0	0.3	0.0	0	0
	John Muir Middle School Partner: LA Promise Fund	6, 7, 8	939	80.9	15.2	1.6	0.4	0.4	0.2	0	0.6
	San Fernando Institute of Applied Media Partner: Youth Policy Institute	6, 7, 8	402	97.3	0.5	1.5	0	0.2	0.2	0	0.2
	San Fernando Middle School	6, 7, 8	739	95.3	1.4	2.2	0.1	0.4	0.4	0.3	0
	Robert Louis Stevenson Middle School Partner: Partnership for Los Angeles Schools	6, 7, 8	1,313	98.6	0.5	0.8	0.1	0	0.0	0	0.6
	Mark Twain Middle School	6, 7, 8	622	73.8	13.7	7.1	0.3	2.6	0.3	0	2.3
Oak Grove School District*	Caroline Davis Intermediate School*	7, 8	670	56.7	4.8	7.5	0.3	25.1	4.3	0.9	0.4
Oakland Unified School District	West Oakland Middle School	6, 7, 8	179	16.2	60.9	10.1	0	7.8	1.1	0.6	0.6
Riverside Unified School District	Central Middle School	7, 8	643	72.6	5.1	13.7	0.8	1.2	0.5	0.2	2.6
	Chemawa Middle School	7, 8	883	81.3	5.1	8.3	0.5	1.1	0.6	0.5	1.6
	University Heights Middle School	7, 8	801	76.2	8.4	7.7	0.7	2.7	0.5	0.5	2
Winters Joint Unified School District	Winters Elementary School	K-5	686	67.3	2.0	29.3	0.3	0.6	0.4	0.3	0
Sacramento City Unified School District	Leataata Floyd Elementary School Partner: Valley Vision	K-6	346	23.4	48.6	0.6	0.9	3.8	0.0	11.6	11.3
San Bernardino City Unified School District	Arrowview Middle School	6, 7, 8	1,111	82.4	9.2	3.1	0.3	0.5	0.5	0.5	0.8
	Curtis Middle School	7, 8	818	81.9	8.2	2.7	0.5	1.3	0.2	0.2	1.5
	Del Vallejo Middle School	6, 7, 8	562	67.1	21.7	3.9	1.2	0.9	0.4	0.5	0.7
	Golden Valley Middle School	6, 7, 8	843	75.8	12.7	5.1	0.5	0.5	0.4	0.5	1.4
	Serrano Middle School	7, 8	839	74.4	12.2	6.4	0.8	2.6	0.7	0.6	1.4
West Contra Costa Unified School District	Lovonya DeJean Middle School	7, 8	457	67.6	21.7	1.5	0	5.7	0.7	0.4	1.3
Winters Joint Unified School District	Winters Elementary School	K-5	686	67.3	2.0	29.3	0.3	0.6	0.4	0.3	0
	Winters Middle School	6, 7, 8	373	65.2	0.8	31.8	0.5	0.8	0.0	0	0
	Winters High School	9, 10, 11, 12	483	63.6	1.1	32.1	0.5	1.4	0.7	0	0.7
	Wolfskill Continuation School	9, 10, 11, 12	38	78.9	2.6	15.8	0	0	0.0	0	2.6

*Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)

Source: EdSource, Education Data Partnership, CDE/EdSource/FCMAT. Compiled by EC.

Note: The Ethnic Diversity Index is intended to measure how much "diversity" or "variety" a school or district has among the ethnic groups in its student

NA: Data not available.

APPENDIX 8: STUDENT GROUPS BY IMPACT FACTOR

School District	School	Grades	Number of Students	Percent Eligible for Free/Reduced	Percent English	Number of Special Ed	Number of Foster Youth	Number of Homeless
Alum Rock Union School	Clyde L. Fischer Middle School*	6, 7, 8	544	92.0	31.5	53	NA	71
Bayshore Elementary School District	The Bayshore School (formerly Garnet J. Robertson Intermediate School)	5, 6, 7, 8	187	59.9	17.6	24	0	2
Inglewood Unified	Crozier Middle School	7, 8	658	91.2	26.4	117	NA	4
Jefferson Elementary School District	Thomas R. Policita Middle School	6, 7, 8	676	62	29.0	46	0.0	17
	Benjamin Franklin Intermediate School	6, 7, 8	667	49.8	25.9	44	0.0	20
	Fernando Rivera Intermediate School	6, 7, 8	506	43.5	20.4	31.0	0.0	20.4
	Franklin D. Roosevelt School	K-8	401	47	37.2	71.0	0.0	6
	Christopher Columbus Middle School	6, 7, 8	689	84	25.3	115	NA	32
Los Angeles Unified School District	Joseph LeConte Middle School Partner: Youth Policy Institute	6, 7, 8	944	87.1	22.2	140	NA	23
	James Madison Middle School Partner: Kindle The Passion Academy	6, 7, 8	366	88.5	23.8	266.0	15.0	11
	Edwin Markam Middle School Partner: Partnership for LA Schools	6, 7, 8	762	92	31.4	145.0	15.0	27
	Monseñor Oscar Romero Charter Middle School	6, 7, 8	387	94	34.1	45	NA	0
	John Muir Middle School Partner: LA Promise Fund	6, 7, 8	939	86.6	30.2	115	25.0	44
	San Fernando Institute of Applied Media Partner: Youth Policy Institute	6, 7, 8	402	91.0	22.9	82.0	NA	19
	San Fernando Middle School	6, 7, 8	739	90	28.4	151.0	NA	27
	Robert Louis Stevenson Middle School Partner: Partnership for Los Angeles Schools	6, 7, 8	1,313	93	19.6	178	17.0	42
	Mark Twain Middle School	6, 7, 8	622	81.0	14.0	86	NA	22
Oak Grove School	Caroline Davis Intermediate School*	7, 8	670	56.7	31.5	74.0	NA	1
Oakland Unified School	West Oakland Middle School	6, 7, 8	179	98	18.4	28.0	N	10
Riverside Unified School District	Central Middle School	7, 8	643	81	14.9	89	NA	30
	Chemawa Middle School	7, 8	883	84.6	22.0	106	NA	51
	University Heights Middle School	7, 8	801	88.5	23.7	123.0	NA	32
Winters Joint Unified	Winters Elementary School	K-5	686	68	46.4	45.0	NA	15
Sacramento City Unified School District	Leataata Floyd Elementary School Partner: Valley Vision	K-6	346	97	12.4	51	0.0	9
San Bernardino City Unified School District	Arrowview Middle School	6, 7, 8	1,111	89.9	28.8	134	NA	157
	Curtis Middle School	7, 8	818	93.8	24.8	111.0	NA	107
	Del Vallejo Middle School	6, 7, 8	562	90	23.5	106.0	13.0	27
	Golden Valley Middle School	6, 7, 8	843	90	17.4	136	NA	NA
	Serrano Middle School	7, 8	839	91.1	12.5	126	11.0	73
West Contra Costa Unified School District	Lovonya DeJean Middle School	7, 8	457	98.5	41.8	67.0	0.0	46
Winters Joint Unified School District	Winters Elementary School	K-5	686	68	46.4	45.0	NA	15
	Winters Middle School	6, 7, 8	373	68	34.8	45	NA	12
	Winters High School	9, 10, 11, 12	483	58.6	21.9	56	NA	9
	Wolfskill Continuation School	9, 10, 11, 12	38	73.7	47.4	6.0	NA	0

*Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)

Source: EdSource, Education Data Partnership, CDE/EdSource/FCMAT. Compiled by EC.

Note: The Ethnic Diversity Index is intended to measure how much "diversity" or "variety" a school or district has among the ethnic groups in its student population. More specifically, the Index reflects how evenly distributed these students are among the race/ethnicity categories reported to the California Department of Education. The more evenly distributed the student body, the higher the number. For example, a school that had exactly 1/8th of its students NA: Data not available.

Statewide eligibility for the free or reduce priced meal program is 58.1%. School2Home had only four schools below that percentage whereas the majority of the remaining schools are above 80%. The state percentage of ELLs is 21.4%; a third of the School2Home schools are similar. The remaining schools are well above 21%, some ranging to 40%. Throughout the state, special education participation is around 11%. School2Home schools range from a low of six percent to a high of 22% special education. It is important to note that special education impairments vary from speech therapy needs to severe cognitive impairment.

This report was prepared for the School2Home program of the California Emerging Technology Fund by Educational Support Systems.

Educational Support Systems (ESS) is a business devoted to supporting education planning, applied educational research, program evaluation, project development, and policy advising. The major emphasis in this work is in the application of technologies that can support teaching and learning. Over the past 20 years ESS has worked with a wide variety of entities including business and industry, State Education Agencies, schools, county offices of education, the US Department of Education, National Science Foundation, NASA, Regional Education Laboratories, Department of Defense Education Activities, professional education associations, and foundations. ESS has conducted the evaluation, including quasi-experimental design studies, of numerous federal and state funded projects in which there are multiple locally funded grants.

John D. Cradler, President, Educational Support Systems

Education Experience: For the past 38 years, John Cradler has played a variety of roles in education beginning in the South San Francisco Unified School as a School Psychologist and then the Director of Special Projects and Research. Following this he was the Director of the Technology Education and Computing Center for the San Mateo County Office of Education and the Director of Special Projects and Evaluation. At Far West Laboratory (now WestEd) he was the Director of Technology and Assessment and then was the Director of Technology and Policy for the Council of Chief State School Officers (CCSSO). For the past 15 years he has been the full-time President of Educational Support Systems—a corporation devoted to research, evaluation, and policy development on educational technology. During these years, most of his experience was in educational technology project development and evaluation of projects and programs, in addition to publishing over 50 articles and books on this subject.

Ruthmary Cradler, Vice President Educational Support Systems

Education Experience: Twenty years experience in an urban school as a teacher, site administrator and office administrator. Including directing major grants for professional development and managing state funded programs. Experience included development of a computer program at a middle school, largely funded with grants. Other education experience included directing three state funded professional development programs in Special Education (SERN), a Teacher Center and a Teacher Education and Computer Center (TECC). Established the Family Friendly Homework project for the Teacher Center, assisted establish parent centers with curriculum classes for parents in the DODEA schools, advisor to San Mateo Family Resource Center. Over the past 15 years has worked with a wide variety of entities including CTAP and SETS, State Education Agencies, schools, county offices of education, the US Department of Education, and the National Science Foundation. Lead evaluator of numerous educational technology grants, including Technology Innovation Challenge Grants, Preparing Tomorrow's Teachers for Technology, Enhancing Education Through Technology, as well as Improving Teacher Quality and Teaching American History professional development grants.

Ann Kruze, Project Director, School2Home

Education Experience: an educator for 35+ years, as a classroom teacher, principal and level administrator. Primary classroom experience was at the middle school levels in the science, math and technology content areas. While a teacher, she was twice selected as a Mentor Teacher and served on multiple School Site Councils where she worked parents and community members to identify educational priorities and distribution of funds. As a grant director of a Technology Innovation Challenge Grant (Urban Dreams 2002-2007) she was able to successfully manage staff development, web page development, budgets and yearly reports. Was a principal requiring daily interfacing with parents and community organizations. Her goal in all of these endeavors was to disrupt patterns of moribund education, create new paradigms of working with students, families, and teachers to build more equitable, humanistic and effective schools. Responsible for design of School2Home professional learning and training, coaching and site support.

School2Home Evaluation Report 2016-2017 School Year

Appendix 9 School Participation Data 2016-2017

School2Home Evaluation Report 2016-2017 School Year

Appendix 10 School Participation Data 2017-2018

[illegible]



School2Home Partner Schools
Performance Metrics
2016-2017

School2Home Partner School	Number of Teachers	S2H Modules with Coach and Scheduled Sessions	# of Teachers Started Participating in S2H or Equivalent Modules	# of Teachers Trained 24 Hours or Validated Proficiency	Percentage of Teachers Trained (Goal 100%; >90%)	# of Students in S2H Cohort	# of Parents Trained	Percentage of Parents Trained (Goal 80%)	Principal Interview for Evaluation	# of Teacher Evaluation Surveys Completed	Percentage of Teacher Evaluation Surveys Collected (Goal 90%)	# of Student Evaluation Surveys Completed	Percentage of Student Evaluation Surveys Collected (Goal 70%)	# of Parent Surveys Completed	Percentage of Parent Evaluation Surveys Collected (Goal 70%)
Robert Louis Stevenson Middle School	10	Y	10	10	100	120	118	86	N	2	20	300	250	67	56
John Muir Middle School	40	Y	40	10	25	300	156	76	Y	45	113	311	104	28	9
James Madison Middle	15	Y	15	15	100	396	322	81	Y	9	60	333	84	248	63
Edwin Markham Middle School	40	Y***	10	NA	25	58	50	86	Y	0	0	0	0	0	0
Mark Twain Middle School	30	Y	30	10	100	34	26	76	Y	0	0	0	0	0	0
San Fernando Institute of Applied Media	20	Y	4	20	100	68	63	93	N	2	10	68	100	23	34
Joseph Le Conte Middle School	45	Y***	12	NA	27	50	40	80	N	8	18	40	80	1	2
Christopher Columbus Middle School**	10	Y***	10	NA	100	200	NA	NA	N	NA	NA	NA	NA	NA	NA
San Fernando Middle School**	12	Y***	12	0	100	30	NA	NA	N	NA	NA	NA	NA	NA	NA
Central Middle School	29	Y*	29	25	100	308	90	29	Y	33	114	619	201	307	100
Chemawa Middle School	43	Y*	42	40	98	432	90	21	Y	39	91	614	142	313	72
University Heights Middle School	38	Y*	38	32	100	368	55	15	Y	18	47	593	161	195	53
West Oakland Middle School	9	Y*	9	9	100	46	22	48	Y	3	33	37	80	4	9
Shirley Rominger	4	Y*	4	4	100	109	109	100	N	0	0	0	0	0	0
Winters Middle School	19	Y*	19	19	100	130	130	100	N	17	89	260	200	39	30
Winters High School	21	Y	21	18	100	123	123	100	N	3	14	214	174	16	13
Wolfskill Continuation School	3	Y	3	3	100	38	38	100	N	0	0	0	0	0	0
Lovonya DeJean Middle	26	Y*	26	21	100	242	45	19	Y	19	73	216	89	3	1
Crozier Middle School	14	Y	14	14	100	315	220	70	N	11	79	113	36	86	27
Leataata Floyd Elementary	4	Y*	4	4	100	79	35	44	Y	1	25	23	29	27	34
Garnet J. Robertson Intermediate School (BESD)	2	Y*	2	2	100	48	33	69	Y	3	150	0	0	4	8
Thomas R. Pollicita Middle	35	Y*	35	34	97	55	55	100	Y	17	49	207	376	30	55
Benjamin Franklin	30	Y*	30	29	97	180	180	100	Y	16	53	112	62	30	17
Fernando Rivera	26	Y*	25	25	96	207	202	98	Y	17	65	84	41	24	12
Franklin D. Roosevelt	4	Y*	4	4	100	44	43	98	Y	3	75	37	84	0	0
Arrowview Middle School	53	Y*	50	50	94	211	180	85	Y	***	NA	NA	NA	NA	NA
Curtis Middle School	41	Y*	39	39	95	392	250	64	Y	***	NA	NA	NA	NA	NA
Del Vallejo Middle School	30	Y*	25	25	83	139	35	25	Y	***	NA	NA	NA	NA	NA
Golden Valley Middle School	37	Y*	35	35	95	404	193	48	Y	***	NA	NA	NA	NA	NA
Serrano Middle School	36	Y*	33	33	92	436	201	46	Y	***	NA	NA	NA	NA	NA
LA Promise Charter School	7	Y***	0	0	0	90	70	78	N	6	NA	43	NA	34	NA
TOTAL	733		630	530		5,652	3,174			266		4,181		1,445	
AVERAGE %					88			70			51		100		26

* No formally scheduled sessions conducted by Schoo2Home but embedded in content area workshops presented at the sites.

** S2H Professional Learning Modules completed in the first and second years of support.

*** Planing phase, training began but devices were delayed.

NA=Not Applicable



School2Home 2016-2017 Participating Schools
Demographic Summary

School District	School	Grades	Number of Students	Percent Eligible for Free/Reduced Lunch	Percent English Learners	Number of Special Ed Students	Number of Foster Youth	Number of Homeless Students	Diversity Index	Percent Race/Ethnicity							
										Hispanic or Latino	Black or African America	White	Native American or Alaskan	Asian	Fillipino	Hawaiian or Pacific Islander	Two or More
Alum Rock Union School District*	Clyde L. Fischer Middle School*	6, 7, 8	544	92.0	31.5	53	NA	71	19	85.6	2.0	1.7	0	7.4	3.4	2.3	0.3
Bayshore Elementary School District	The Bayshore School (formerly Garnet J. Robertson Intermediate School)	5, 6, 7, 8	187	59.9	17.6	24	0	2	59	40.6	4.8	3.2	0	16.4	24.6	5.3	2.1
Inglewood Unified School	Crozier Middle School	7, 8	658	91.2	26.4	117	NA	4	28	71.0	26.7	0.3	0.3	0.5	0.5	0.3	0.2
Jefferson Elementary School District	Thomas R. Policita Middle School	6, 7, 8	676	62	29.0	46	0.0	17	49	45.7	1.8	2.2	0	9.9	36.4	1.9	2.1
	Benjamin Franklin Intermediate School	6, 7, 8	667	49.8	25.9	44	0.0	20	61	32.2	2.1	9.9	0.3	13.2	35.5	1.9	4.8
	Fernando Rivera Intermediate School	6, 7, 8	506	43.5	20.4	31.0	0.0	20.4	58	24.5	1.0	3.4	0.2	26.5	37.7	0.8	5.7
	Franklin D. Roosevelt School	K-8	401	47	37.2	71.0	0.0	6	62	32.7	3.5	6.0	0	19.5	31.7	0.7	6
Los Angeles Unified School District	Robert Louis Stevenson Middle School Partner: Partnership for Los Angeles	6, 7, 8	1,313	92.5	19.6	178	17	42	1	98.6	0.5	0.8	0.1	0	0.0	0	0.6
	John Muir Middle School Partner: LA Promise Fund	6, 7, 8	939	86.6	30.2	115	25	44	20	80.9	15.2	1.6	0.4	0.4	0.2	o	0.6
	James Madison Middle School Partner: Kindle The Passion Academy	6, 7, 8	366	88.5	23.8	266	15	11	31	70.1	2.3	21.9	0.1	2.9	1.9	0.3	0.5
	Edwin Markham Middle School Partner: Partnership for LA Schools	6, 7, 8	762	92.1	31.4	145	15	27	25	76.1	22.7	0.5	0	0.3	0.1	0	0.1
	Mark Twain Middle School	6, 7, 8	622	81.0	14.0	86	NA	22	29	73.8	13.7	7.1	0.3	2.6	0.3	0	2.3
	San Fernando Institute of Applied Media Partner: Youth Policy Institute	6, 7, 8	402	91.0	22.9	82	NA	19	3	97.3	0.5	1.5	0	0.2	0.2	0	0.2
	Joseph Le Conte Middle School Partner: Youth Policy Institute	6, 7, 8	944	87.1	22.2	140	NA	23	24	78.6	5.4	9.5	0.3	2.2	3.3	0.2	0.4
	Christopher Columbus Middle School	6, 7, 8	689	83.6	25.3	115	NA	32	20	81.4	4.4	5.2	0.2	3.9	3.3	0	0.4
	San Fernando Middle School	6, 7, 8	739	90.1	28.4	151	NA	27	5	95.3	1.4	2.2	0.1	0.4	0.4	0.3	0
	Johnnie Cochran Middle School	6, 7, 8	720	88.9	30.3	111	NA	35	21	79.7	17.4	1.3	0.1	0.6	0.6	0	0.3
	LA Promise Charter Middle School	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Monsenor Oscar Romero Charter Middle School	6, 7, 8	387	93.5	34.1	45	NA	0	1	99.4	0	0.0	0	0.3	0.0		0
Oak Grove School District*	Caroline Davis Intermediate School*	7, 8	670	56.7	31.5	74	NA	1	19	56.7	4.8	7.5	0.3	25.1	4.3	0.9	0.4
Oakland Unified School District	West Oakland Middle School	6, 7, 8	179	97.8	18.4	28	N	10	40	16.2	60.9	10.1	0	7.8	1.1	0.6	0.6
	Melrose Leadership Academy	Presch-8	505	52.9	41.0	32	0	6	34	68.5	10.7	12.5	0.2	1.6	0.8	0	4.6
Riverside Unified School District	Central Middle School	7, 8	643	81.0	14.9	89	NA	30	29	72.6	5.1	13.7	0.8	1.2	0.5	0.2	2.6
	Chemawa Middle School	7, 8	883	84.6	22.0	106	NA	51	20	81.3	5.1	8.3	0.5	1.1	0.6	0.5	1.6
	Leataata Floyd Elementary School Partner: Valley Vision	K-6	346	97.1	12.4	51	0	9	53	23.4	48.6	0.6	0.9	3.8	0.0	11.6	11.3
	University Heights Middle School	7, 8	801	88.5	23.7	123	NA	32	26	76.2	8.4	7.7	0.7	2.7	0.5	0.5	2.0
Sacramento City Unified School	Leataata Floyd Elementary School Partner: Valley Vision	K-6	346	97.1	12.4	51	0	9	53	23.4	48.6	0.6	0.9	3.8	0.0	11.6	11.3
San Bernardino City Unified School District	Arrowview Middle School	6, 7, 8	1,111	89.9	28.8	134	NA	157	17	82.4	9.2	3.1	0.3	0.5	0.5	0.5	0.8
	Curtis Middle School	7, 8	818	93.8	24.8	111	NA	107	17	81.9	8.2	2.7	0.5	1.3	0.2	0.2	1.5
	Del Vallejo Middle School	6, 7, 8	562	89.7	23.5	106	13	27	31	67.1	21.7	3.9	1.2	0.9	0.4	0.5	0.7
	Golden Valley Middle School	6, 7, 8	843	89.6	17.4	136	NA	NA	24	75.8	12.7	5.1	0.5	0.5	0.4	0.5	1.4
	Serrano Middle School	7, 8	839	91.1	12.5	126	11	73	24	74.4	12.2	6.4	0.8	2.6	0.7	0.6	1.4
West Contra Costa	Lovonya DeJean Middle School	7, 8	457	98.5	41.8	67	0	46	33	67.6	21.7	1.5	0	5.7	0.7	0.4	1.3
Winters Joint Unified School District	Winters Middle School	6, 7, 8	373	67.9	34.8	45	NA	12	32	65.2	0.8	31.8	0.5	0.8	0.0	0	0.0
	Winters High School	9, 10, 11, 12	483	58.6	21.9	56	NA	9	34	63.6	1.1	32.1	0.5	1.4	0.7	0	0.7
	Wolfskill Continuation School	9, 10, 11, 12	38	73.7	47.4	6	NA	0	23	78.9	2.6	15.8	0	0	0.0	0	2.6

*Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)
Source: EdSource, Education Data Partnership, CDE/EdSource/FCMAT. Compiled by EC.
Note: The Ethnic Diversity Index is intended to measure how much "diversity" or "variety" a school or district has among the ethnic groups in its student population. More specifically, the Index reflects how evenly distributed these students are among the race/ethnicity categories reported to the California Department of Education. The more evenly distributed the student body, the higher the number. For example, a school that had exactly 1/8th of its students in each of the eight categories* would have an Ethnic Diversity Index of 100, and a school where all of the students are the same ethnicity would have an index of 0.
NA: Data not available.



**School2Home Partner Schools
Dashboard Data
2016-2017**

School District	School	Grades	Chronic Absenteeism		Suspension Rate		English Learner Progress		English Language Arts		Mathematics	
			Status	Change	Status	Change	Status	Change	Status (points below level 3)	Change	Status (points below level 3)	Change
Los Angeles Unified School District	Robert Louis Stevenson Middle School Partner: Partnership for Los Angeles Schools	6, 7, 8	NA	NA	Low 0.7%	Declined -0.4%	Very High 93.7%	Declined -6.3%	Low 44.2 pts.	Increased +13.6	94.4 pts.	Maintained +0.8
	John Muir Middle School Partner: LA Promise Fund	6, 7, 8	NA	NA	Medium 2.3%	Declined -1.7%	Low 65.5%	Increased +3.3%	Very Low 98.9 pts.	Declined Signif. -17.1	Very Low 140.3 pts.	Declined 5.8 pts.
	James Madison Middle School Partner: Kindle The Passion Academy	6, 7, 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
	Edwin Markam Middle School Partner: Partnership for Los Angeles Schools	6, 7, 8	NA	NA	Low 1.7%	Declined Signif. -10.5%	Very High 90.8%	Increased Signif. +35.5%	Very Low 91.4 pts.	Increased Signif. +16.8 pts.	Very Low 124.4 pts.	Increased Signif. +26.6 pts.
	Mark Twain Middle School	6, 7, 8	NA	NA	Medium 2.3%	Declined -2.4%	Low 66.7%	Declined Signif. -11.8	Low 32.7 pts.	Increased +4.9 pts.	Low 88.7 pts.	Maintained -1 pts.
	San Fernando Institute of Applied Media Partner: Youth Policy Institute	6, 7, 8	NA	NA	Low 1%	Declined -1%	Very High 92.5%	Increased Signif. +17.1%	Low 57.3 pts.	Maintained -1.4 pts.	Very Low 99.7 pts.	Declined -11.6 pts.
	Joseph Le Conte Middle School Partner: Youth Policy Institute	6, 7, 8	NA	NA	Very Low 0.4%	Declined -0.4%	Very High 91.2%	Increased +4.8%	Low 53.1 pts.	Declined -5.6 pts.	Low 88.8 pts.	Declined -7.8 pts.
	MacLay Middle School** Partner: Youth Policy Institute	6, 7, 8	NA	NA	Low 1.7%	Declined -0.5%	Very High 94.6%	Increased +3.5%	Low 56.5 pts.	Maintained -2.9 pts.	Low 86.1 pts.	Increased Signif. +31.6
	Christopher Columbus Middle School**	6, 7, 8	NA	NA	Medium 4.9%	Declined -1.1%	High 77.6%	Maintained -0.4%	Very Low 78.5 pts.	Declined Signif. -21.1 pts.	Very Low 113.2 pts.	Declined -4.9 pts.
	San Fernando Middle School	6, 7, 8	NA	NA	Very Low 0.2%	Maintained +0.2%	Very High 88.5%	Increased Signif. +26.9	Low 62.8 pts.	Declined -8.2 pts.	Low 89.1 pts.	Declined -8 pts.
	Johnnie Cochran Middle School***	6, 7, 8	NA	NA	Medium 2.6%	Increased +0.7%	High 81.1%	Maintained -0.7%	Very Low 88.9 pts.	Declined -6.2 pts.	Very Low 116.1 pts.	Declined -7.1 pts.
	Virgil Middle School***	6, 7, 8	NA	NA	Low 1%	Increased +0.8%	Medium 71.1%	Maintained -1.2%	Low 33.7 pts.	Maintained -0.3 pts.	Low 67.3 pts.	Maintained -1.4 pts.
	Robert E. Peary Middle School***	6, 7, 8	NA	NA	Low 0.6%	Maintained -0.2%	Very High 85.5%	Maintained -1.4%	Low 55.7 pts.	Increased +7.1 pts.	Very Low 100.7 pts.	Increased +4 pts.
	Chester W. Nimitz Middle School***	6, 7, 8	NA	NA	Low 0.8%	Declined -2.2%	High 78%	Declined -2.6%	Low 62.3 pts.	Declined Signif. -15.8 pts.	Low 82.3 pts.	Increased +9.7 pts.
	Monsenor Oscar Romero Charter Middle School**	6, 7, 8	NA	NA	Very High 12.9%	Increased +3.8%	High 81.3%	Declined -2.2%	Low 55.5 pts.	Declined -10.9 pts.	Low 92.7 pts.	Declined Signif. -18.8 pts.
Riverside Unified School District	Central Middle School	7, 8	NA	NA	Very High 12.5%	Increased +2.8%	Very High 89.2%	Increased +1.6%	Low 25.6 pts.	Maintained -2.2 pts.	Low 65.2 pts.	Maintained -0.1 pts.
	Chemawa Middle School	7, 8	NA	NA	High 8.9%	Increased +1.7%	Very High 100%	Increased +6.3%	Low 34.7 pts.	Declined -7.6 pts.	Low 85.5 pts.	Declined -12.8 pts.
	University Heights Middle School	7, 8	NA	NA	High 9.5%	Declined -2.9%	Very High 89.3%	Declined -2.3%	Low 54.4 pts.	Declined -7.1 pts.	Very Low 99.6 pts.	Declined -5.3 pts.
Oakland Unified School District	West Oakland Middle School	6, 7, 8	NA	NA	Very High 23.2%	Declined -2.9%	Very High 97%	Declined Signif. -11%	Very Low 85.7 pts.	Increased +82 pts.	Very Low 134.2 pts.	Increased +15.6 pts.
Winters Joint Unified School District	Shirely Rominger Intermediate School	5	NA	NA	Low 0.8 %	Maintained +0.2%	Very Low 51.9%	Declined Signif. -21.2%	Low 38.3 pts.	Declined -7.4 pts.	Low 34 pts.	Maintained +2.1 pts.
	Winters Middle School	6, 7, 8	NA	NA	Medium 5.2%	Declined -0.8%	Medium 67.3%	Declined Signif. -32.7%	Low 48.8 pts.	Declined -6.9 pts.	Low 76.5 pts.	Increased +5.9 pts.
	Winters High School	9, 10, 11, 12	NA	NA	High 6.3%	Declined Signif. -3%	High 82.1%	Increased +4%	NA	NA	NA	NA
	Wolfskill Continuation School	9, 10, 11, 12	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
West Contra Costa Unified School District	Lovonya DeJean Middle School	7, 8	NA	NA	Very High 14.2%	Declined Signif. -8.4%	Medium 73.8%	Declined -6.2%	Very Low 109.3 pts.	Increased Signif. +28 pts.	Very Low 153.6 pts.	Increased +11.8
Inglewood Unified School District	Crozier Middle School	7, 8	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Sacramento City Unified School District	Leataata Floyd Elementary School	K-6	NA	NA	High 5.4%	Increased Signif. +2.5%	Low 64.9%	Increased +5.6%	Very Low 110.4 pts.	Declined Signif. -16 pts.	Very Low 128.6 pts.	Declined Signif. -16.9 pts.

School District	School	Grades	Chronic Absenteeism		Suspension Rate		English Learner Progress		English Language Arts		Mathematics	
			Status	Change	Status	Change	Status	Change	Status (points below level 3)	Change	Status (points below level 3)	Change
Bayshore Elementary School District	Garnet J. Robertson Intermediate School (BESD)	5, 6, 7, 8	NA	NA	Medium 6.3%	Increased +2.3%	High 77.8%	Increase Signif. +30.2%	Increased Signif. 30.2 pts.	Decrease Signif. -25.1 pts.	Low 73.8 pts.	Declined -3.6 pts.
Jefferson Elementary School District	Thomas R. Pollicita Middle School (JESD)	6, 7, 8	NA	NA	High 8.7%	Decreased -0.9	High 80.2%	Increased Signif. +11.8%	Low 25.6 pts.	Maintained -2.5 pts.	Low 62.8 pts.	Declined -14.9 pts.
	Benjamin Franklin Intermediate School (JESD)	6, 7, 8	NA	NA	Medium 3.8%	Increased +0.4%	Medium 74.1%	Declined -8.4%	Low 9.5 points	Declined -4.7 pts.	Low 52.1 pts.	Maintained -1.9 pts.
	Fernando Rivera Intermediate School (JESD)	6, 7, 8	NA	NA	Medium 6.7%	Decreased -1.5	Very High 85.7%	Increased +4.9	High 33.1 pts.	Increased +4.3 points	Medium -3.9	Decreased -4.4 pts.
	Franklin D. Roosevelt Elementary School (JESD)	K-6	NA	NA	High 3.3%	Increased +0.7	Low 63.2%	Declined -9.9	Low 9.7 pts.	Increased Signif. +16.3 pts	Low 35.5 pts.	Maintained -1.7 pts.
San Bernardino City Unified School District	Arrowview Middle School	6, 7, 8	NA	NA	Very High 14.3%	Increased +2%	Very High 88.5%	Declined Signif. -10.8%	Low 31.9 pts.	Maintained -2.1 pts.	Low 78.5 pts.	Maintained -2 pts.
	Curtis Middle School	7, 8	NA	NA	High 11.5%	Declined -0.8%	Very High 89.9%	Declined -4.1	Low 28.1 pts.	Maintained -2.1 pts.	Low 70.6 pts.	Increased +8.1 pts.
	Del Vallejo Middle School	6, 7, 8	NA	NA	Very High 19.2%	Increased +0.6%	Very High 88%	Increased Signif. +18.3%	Very Low 102.8 pts.	Maintained +1.2 pts.	Very Low 150.5 pts.	Maintained -0.4 pts.
	Golden Valley Middle School	6, 7, 8	NA	NA	High 11.9%	Maintained 0%	Very High 90.3%	Declined -4.9%	Low 31.4 pts.	Declined -8.6 pts.	Very Low 96.4 pts.	Declined -13.5 pts.
	Serrano Middle School	7, 8	NA	NA	Very High 16.1%	Increased +1.9%	Very High 100%	Maintained 0%	Low 17.8 pts.	Increased +10 pts.	Low 81.1 pts.	Increased +14.5 pts.
Alum Rock Union School District*	Clyde L. Fischer Middle School* (A.J. Dorsa Elementary School)	6, 7, 8										
Oak Grove School District*	Caroline Davis Intermediate School	7, 8										

Notes
 NA: Data not available
 * Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)

** Engaged in purposeful planning but full implementation did not take place this school year.

***School2Home did not engage with this school this school year.

Source: California Department of Education (CDE). CDE has determined cut scores for status and change based on each district type and school type. For more information, refer to the California School Dashboard Technical Guide at <https://www.cde.ca.gov/ta/ac/cm/documents/dashboardguidefall17.pdf>

School2Home
Sudents Meeting or Exceeding English Language Arts and Mathematics Standards
in Participating Schools
2015-2017 Smarter Balanced Assessment Consortium Results

School District	School	Percentage of Sudents Meeting or Exceeding English Language Standards				Percentage of Sudents Meeting or Exceeding Mathematics			
		2014-2015	2015-2016	2016-2017	change 2015-2017	2014-2015	2015-2016	2016-2017	change 2015-2017
Los Angeles Unified School District	Robert Louis Stevenson Middle School Partner: Partnership for Los Angeles Schools	19%	25%	32.46%	13.46%	14%	16%	18.25%	4.25%
	John Muir Middle School Partner: LA Promise Fund	16%	18%	14.42%	-1.58%	13%	8%	8.11%	-4.89%
	Madison Computer Science and Engineering Design Magnet	*	*	*	*	*	*	*	*
	Edwin Markham Middle School Partner: Partnership for Los Angeles Schools	10%	11%	17.23%	7.23%	6%	7%	13.14%	7.14%
	Mark Twain Middle School	23%	34%	38.54%	15.54%	16%	17%	21.33%	5.33%
	San Fernando Institute for Applied Media Partner: Youth Policy Institute	21%	26%	26.17%	5.17%	14%	18%	12.18%	-1.82%
	Joseph Le Conte Middle School Partner: Youth Policy Institute	26%	33%	31.74%	5.74%	18%	22%	20.85%	2.85%
	Christopher Columbus Middle School	21%	27%	22.22%	1.22%	13%	16%	15.50%	2.50%
	San Fernando Middle School	23%	27%	23.48%	0.48%	18%	21%	19.32%	1.32%
	Johnnie Cochran Middle School	21%	21%	19.82%	-1.18%	14%	15%	14.71%	0.71%
	Orchard Academies C2	*	*	*	*	*	*	*	*
	Maywood Center for Enriched Studies	*	*	*	*	*	*	*	*
	LA Promise Charter Middle School Partner: LA Promise Fund	*	*	20.83%	*	*	*	9.33%	*
	Monsenor Oscar Romero Charter Middle School Partner: Youth Policy Institute	26%	29%	24.92%	-1.08%	23%	21%	17.47%	-5.53%
Los Angeles Unified School District (All Schools)		33%	39%	39.55%	6.55%	25%	29%	29.86%	4.86%
Riverside Unified School District	Central Middle School	30%	42%	39.61%	9.61%	20%	24%	24.12%	4.12%
	Chemawa Middle School	37%	40%	38.06%	1.06%	21%	25%	22.97%	1.97%
	University Heights Middle School	24%	29%	30.82%	6.82%	12%	15%	15.47%	3.47%
Riverside Unified School District (All Schools)		44%	49%	47.62%	3.62%	32%	36%	34.12%	2.12%
Winters Joint Unified School District	Winters Middle School	23%	31%	28.62%	5.62%	16%	19%	17.78%	1.78%
	Winters High School	56%	58%	72.27%	16.27%	23%	25%	29.70%	6.70%
	Wolfskill Continuation School	*	*	*	*	*	*	*	*
Winters Joint Unified School District (All schools)		29%	36%	37.43%	8.43%	21%	26%	25.64%	4.64%
Oakland Unified School District	West Oakland Middle School	8%	9%	15.82%	7.82%	3%	2%	5.71%	2.71%
	Frick Middle School	8%	12%	8.52%	0.52%	3%	3%	3.47%	0.47%
	Melrose Leadership Academy	20%	22%	28.36%	8.36%	12%	15%	18.49%	6.49%
Oakland Unified School District (All Schools)		29%	31%	31.86%	2.86%	23%	24%	25.51%	2.51%
West Contra Costa Unified School District	Lovonya Dejean Middle School	11%	7%	10.73%	-0.27%	5%	5%	4.19%	-0.81%
West Contra Costa Unified School District (All Schools)		32%	35%	34.13%	2.13%	23%	24%	23.68%	0.68%

School District	School	Percentage of Students Meeting or Exceeding English Language Standards				Percentage of Students Meeting or Exceeding Mathematics			
		2014-2015	2015-2016	2016-2017	change 2015-2017	2014-2015	2015-2016	2016-2017	change 2015-2017
Inglewood Unified School District	Crozier Middle School	26%	25%	24.96%	-1.04%	16%	14%	12.85%	-3.15%
Inglewood Unified School District (All Schools)		26%	29%	29.47%	3.47%	14%	16%	18.62%	4.62%
Sacramento City Unified School District	Leataata Floyd Elementary School Partner: Valley Vision	11%	14%	11.70%	0.70%	7%	7%	7.02%	0.02%
Sacramento City Unified School District (All Schools)		35%	39%	39.41%	4.41%	29%	31%	31.46%	2.46%
Bayshore Elementary School District	The Bayshore School (formerly Garnet J. Robertson Intermediate School) Partner: San Mateo County Office of Education	29%	*	*	*	20%	*	*	*
Bayshore Elementary School District (All Schools)		25%	34%	29.05%	4.05%	21%	27%	22.31%	1.31%
Jefferson Elementary School District	Thomas R. Pollicita Middle School Partner: San Mateo County Office of Education	39%	41%	39.09%	0.09%	26%	32%	28.74%	2.74%
	Benjamin Franklin Intermediate School Partner: San Mateo County Office of Education	47%	49%	49.06%	2.06%	33%	30%	29.57%	-3.43%
	Fernando Rivera Intermediate School Partner: San Mateo County Office of Education	53%	67%	65.53%	12.53%	49%	54%	49.90%	0.90%
	Franklin D. Roosevelt Elementary School Partner: San Mateo County Office of Education	41%	40%	49.60%	8.60%	35%	38%	37.75%	2.75%
Jefferson Elementary School District (All Schools)		45%	48%	46.36%	1.36%	36%	37%	36.30%	0.30%
San Bernardino City Unified School District	Arrowview Middle School	28%	35%	36.26%	8.26%	17%	19%	19.23%	2.23%
San Bernardino City Unified School District	Curtis Middle School	30%	39%	39.73%	9.73%	9%	19%	22.22%	13.22%
San Bernardino City Unified School District	Del Vallejo Middle School	9%	10%	12.50%	3.50%	3%	3%	6.17%	3.17%
San Bernardino City Unified School District	Golden Valley Middle School	28%	41%	35.52%	7.52%	14%	18%	13.01%	-0.99%
San Bernardino City Unified School District	Serrano Middle School	31%	37%	43.98%	12.98%	12%	15%	19.88%	7.88%
San Bernardino City Unified School District (All Schools)		28%	34%	36.40%	8.40%	17%	20%	23.28%	6.28%
Alum Rock Union School District Oak Grove School District	Clyde L. Fischer Middle School Partners: San Jose Mayor's Office, Silicon Valley Education Foundation (East Side Alliance)	28%	34%	28.98%	0.98%	21%	24%	21.70%	0.70%
Alum Rock Union School District (All Schools)		33%	37%	37.89%	4.89%	24%	28%	30.76%	6.76%

* Data set not available.

Note: Orange-shaded cells indicate when schools started School2Home implementation. Schools with no shaded cells will start School2Home implementation in 2017-2018.

Source: California

**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2016-2017**

PROGRAM COMPONENT	SBCUSD ARROWVIEW	SBCUSD CURTIS	SBCUSD DEL VALLEJO	SBCUSD GOLDEN VALLEY	SBCUSD SERRANO
Assessment, Planning, and School Leadership	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.
Technology Bundle for Students and Teachers	The technology bundles have been purchased.	The technology bundles have been purchased.	The technology bundles have been purchased.	The technology bundles have been purchased.	The technology bundles have been purchased. This site is using iPads, which were purchased last year.
Teacher Professional Development	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists". They are using Google Certified courses to train teachers in addition to the District training.	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists". They are using Google Certified courses to train teachers in addition to the District training.	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists". They are using Google Certified courses to train teachers in addition to the District training.	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists". They are using Google Certified courses to train teachers in addition to the District training.	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists". They are using Google Certified courses to train teachers in addition to the District training.
Teacher Coaching and Mentoring	The Coach is in place.	The Coach is in place.	The Coach is in place.	The Coach is in place.	The Coach is in place.
Parent Engagement and Education	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.

PROGRAM COMPONENT	SBCUSD ARROWVIEW	SBCUSD CURTIS	SBCUSD DEL VALLEJO	SBCUSD GOLDEN VALLEY	SBCUSD SERRANO
Student Tech Expert Development	The school is looking for a teacher that can step in to help with this component.	The school has identified a staff member who is ready to start.	The school has identified a staff member who is ready to ready to start.	The site is looking to identify a teacher so they can begin.	The site has a “club” that serves this function in place.
Online Resources	The site is using the online resources.	The site is using the online resources.	The site is using the online resources.	The site is using the online resources.	The site is using the online resources.
Learning Academies	Staff members attended the 2017 Leadership Academy.	Staff members attended the 2017 Leadership Academy.	Staff members attended the 2017 Leadership Academy.	Staff members attended the 2017 Leadership Academy.	Staff members attended the 2017 Leadership Academy.
Affordable Home Broadband	The District has provided free home broadband access for all parents who self-identified as needing it.	The District has provided free home broadband access for all parents who self-identified as needing it.	The District has provided free home broadband access for all parents who self-identified as needing it.	The District has provided free home broadband access for all parents who self-identified as needing it.	The District has provided free home broadband access for all parents who self-identified as needing it.
Evaluation	The site has been advised of the requirements.	The site has been advised of the requirements.	The site has been advised of the requirements.	The site has been advised of the requirements.	The site has been advised of the requirements.

School2Home 10 Core Components

1. Assessment, Planning and School Leadership	6. Student Tech Experts Development
2. Technology Bundles for Students and Teachers	7. Online Resources
3. Teacher Professional Development	8. Learning Academies
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5. Parent Engagement and Education	10. Evaluation

**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2016-2017**

PROGRAM COMPONENTS	SCUSD LEATAATA FLOYD	WJUSD ROMINGER	WJUSD WINTERS MIDDLE	WJUSD WINTERS HIGH	OUSD WEST OAKLAND MIDDLE	WCCUSD DEJEAN MIDDLE
Assessment, Planning, and School Leadership	The Leadership Team is in place and meeting regularly.	The District Leadership Team is in place and meeting regularly.	The District Leadership Team is in place and meeting regularly.	The District Leadership Team is in place and meeting regularly.	The Leadership Team is in place and meets regularly.	The Leadership Team is in place and meets on a regular basis.
Technology Bundle for Students and Teachers and Integrated Use	The team is working to secure the needed devices for this year's additional classes.	Devices have been purchased and deployed throughout the identified schools in 5th to 12th grade classrooms.	Devices have been purchased and deployed throughout the identified schools in 5th to 12th grade classrooms.	Devices have been purchased and deployed throughout the identified schools in 5th to 12th grade classrooms.	OTX continues to supply desktops to families who have completed the training.	All devices have been distributed to students regardless of parent training.
Teacher Professional Development	Teacher Professional Development is proceeding for the new teachers.	Teacher Professional Development has taken place, and ongoing sessions are implemented as needed.	Teacher Professional Development has taken place, and ongoing sessions are implemented as needed.	Teacher Professional Development has taken place, and ongoing sessions are implemented as needed.	Professional Development has been integrated and embedded into the ongoing offerings by both site and District.	Professional Development has been integrated and embedded into the ongoing offerings by both site and District.
Teacher Coaching and Mentoring	The Coach has been identified and is working with the teachers.	Coaches are in place at all schools and are working with teachers on a regular basis.	Coaches are in place at all schools and are working with teachers on a regular basis.	Coaches are in place at all schools and are working with teachers on a regular basis.	A twenty percent time coach is being provided by the site.	CETF is providing a full time coach.
Parent Engagement and Education	The school still struggles with getting parents to attend trainings and is implementing a range of different strategies to reach their goals.	Winters is 10 parents shy of 100% participation (800 parents total). Those 10 parents will be engaged soon.	Winters is 10 parents shy of 100% participation (800 parents total). Those 10 parents will be engaged soon.	Winters is 10 parents shy of 100% participation (800 parents total). Those 10 parents will be engaged soon.	A new approach of holding shorter, more frequent trainings is being experimented with.	A new approach of holding shorter, more frequent trainings is being experimented with.

PROGRAM COMPONENTS	SCUSD LEATAATA FLOYD	WJUSD ROMINGER	WJUSD WINTERS MIDDLE	WJUSD WINTERS HIGH	OUSD WEST OAKLAND MIDDLE	WCCUSD DEJEAN MIDDLE
Student Tech Expert Development	Mouse Squad will be implemented very soon!	Mouse Squad was implemented and is underway.	Mouse Squad was implemented and is underway.	Mouse Squad was implemented and is underway.	Mouse Squad is in place and meeting two times a week.	Mouse Squad is in place and meeting after school.
Online Resources	Online resources are identified and shared with teachers on an ongoing basis.	The School2Home website is linked to the District and school websites.	The School2Home website is linked to the District and school websites.	The School2Home website is linked to the District and school websites.	The site is using the online resources.	The site is using the online resources.
Learning Academies	Three Leadership Team members attended the Leadership Academy. Leadership Team meetings continue to be held monthly.	Leadership Team members attended the Leadership Academy. Leadership Team meetings continue to be held on a regular basis.	Leadership Team members attended the Leadership Academy. Leadership Team meetings continue to be held on a regular basis.	Leadership Team members attended the Leadership Academy. Leadership Team meetings continue to be held on a regular basis.	A member of the Leadership Team attended the Leadership Academy.	The Leadership Team attended the Leadership Academy.
Affordable Home Broadband	The Leadership Team continues to monitor offerings and inform parents of possibilities	The District is working with the city and county to supply free Internet.	The District is working with the city and county to supply free Internet.	The District is working with the city and county to supply free Internet, exploring a partnership with T-Mobile.	OTX and the site are advising parents of the opportunities they have.	The site and the project manager are advising parents of the available offers.
Evaluation	The Leadership Team is planning for full participation in year-end evaluations.	WJUSD has collected very high numbers of surveys in the past, plans on continuing their success.	WJUSD has collected very high numbers of surveys in the past, plans on continuing their success.	WJUSD has collected very high numbers of surveys in the past, plans on continuing their success.	The site has been advised of both the responsibilities and dates that are in place.	The site has been advised of both the responsibilities and dates that are in place.

School2Home 10 Core Components

1. Assessment, Planning and School Leadership	6. Student Tech Experts Development
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**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2016-2017**

PROGRAM COMPONENT	LAUSD STEVENSON	LAUSD LA PROMISE - MUIR	LAUSD MADISON	LAUSD YPI - SFIAM	LAUSD YPI – LE CONTE	LAUSD PLAS - MARKHAM	LAUSD MARK TWAIN
Assessment, Planning, and School Leadership	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.
Technology Bundle for Students and Teachers and Integrated Use	Devices have been received and deployed to students.	Devices are deployed in the classroom. Additional devices for home use have been purchased.	Devices are deployed in the classroom.	Devices are deployed in the classroom. Ipads are being taken home by parents who complete the training.	Devices have been delivered and deployed in the classroom.	Devices have been deployed in the classroom and given to parents who have completed the trainings.	Devices have been deployed in the classroom.
Teacher Professional Development	PD focusing on blended learning is currently underway.	Muir Coach is currently delivering PD in collaboration with the lead teachers.	Coach is planning and delivering the professional development modules .	YPI Coach is conducting professional development for individual teachers.	YPI Coach is conducting professional development for individual teachers.	Participating teachers need to be included in upcoming PD opportunities with the district.	Participating teachers need to be included in upcoming PD activities.
Teacher Coaching and Mentoring	Ms. Mikasa is serving as the Coach.	Mr. Salvador is serving as the Coach and working in collaboration with Lead teachers	Gene Wong is serving as the Coach.	YPI staff is providing Coaching support.	YPI staff is providing Coaching support and is working with Lead teacher Elizabeth Lester.	Assistant Principal is serving as the Coach.	Mr. Jacob is serving as the Coach.
Parent Engagement and Education	Parent trainings have reached 80% target.	Trainings have begun but turnout has been low. The team is working to adjust their strategy.	Trainings have begun but have experience low turnout.	Trainings for targeted cohort has reached 80% target.	Trainings have begun and open to all parents.	Trainings have begun and reached approximately 50% of their target.	Trainings have started and have encountered initial challenges.

PROGRAM COMPONENT	LAUSD STEVENSON	LAUSD LA PROMISE -MUIR	LAUSD MADISON	LAUSD YPI - SFIAM	LAUSD YPI – LE CONTE	LAUSD PLAS - MARKHAM	LAUSD MARK TWAIN
Student Tech Expert Development	This component is currently in place.	This component is currently in place.	This will be offered afterschool.	This component is currently in place.	This component is currently in place.	This component is currently in place.	This component is currently in place.
Online Resources	The Coach will share online resources with teachers.	These resources will be shared with teachers.	The resources will be shared with teachers during trainings.	These resources will be shared during training.	Resources have not yet been shared with teachers.	Resources have not yet been shared with teachers.	Resources have not yet been shared with teachers.
Learning Academies	Key staff attended regional meetings and Leadership Academy.	Key staff attended regional meetings and Leadership Academy.	Key staff attended regional meetings and Leadership Academy.	Key staff attended regional meetings and Leadership Academy.	Key staff attended regional meetings and Leadership Academy.	Key staff attended regional meetings and Leadership Academy.	Key staff attended regional meetings and Leadership Academy.
Affordable Home Broadband	Information on affordable broadband is being included during parent training.	Information on affordable broadband is being included during parent training modules	Information on affordable broadband is being included during parent training modules	. Information on affordable broadband is being included during parent training modules	Information on affordable broadband is being included during parent training modules	Information on affordable broadband is being included during parent training modules	Information on affordable broadband is being included during parent training modules
Evaluation	A plan for administering the surveys is being developed.	A plan for administering the surveys is being developed.	A plan for administering the surveys is being developed.	A plan for administering the surveys is being developed.	A plan for administering the surveys is being developed.	A plan for administering the surveys is being developed.	A plan for administering the surveys is being developed.

School2Home 10 Core Components

1. Assessment, Planning and School Leadership	6. Student Tech Experts Development
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**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2016-2017**

PROGRAM COMPONENT	LA PROMISE CHARTER #1	IUSD CROZIER	LAUSD COLUMBUS	LAUSD SAN FERNANDO	ARUSD DAVIS	OGUSD FISCHER/DORSA
Assessment, Planning, and School Leadership	Leadership Team is in place.	Leadership Team is in place.	Leadership Team is being identified.	Leadership Team is in place.	The Leadership team has been identified and has met a few times.	The Superintendent has suggested that we consider working with Dorsa Elementary school, a feeder school to Fischer Middle School
Technology Bundle for Students and Teachers and Integrated Use	Devices have been purchased and are being used on campus.	New devices are being purchased by the district.	Devices for English Language Learners from the district have arrived. The school has applied for a grant to receive additional devices.	Devices for English Language Learners from the district have arrived.	The school has devices that the students use in school. The school is considering policies to send the devices home once parents have been trained.	The school has access to devices.
Teacher Professional Development	Professional development plan will be developed by the Coach.	Professional Development is being delivered to department leaders.	Plan for PD has to be developed in collaboration with LAUSD.	Plan for PD has to be developed in collaboration with LAUSD.	The School2Home team is working with the Leadership Team to introduce the Professional Development modules this year and continue into the next school year.	Professional Development training will start next school year.
Teacher Coaching and Mentoring	Lead Teacher is also serving as the Coach	Ms. Rush is serving as the Coach.	A Coach needs to be identified.	A Coach needs to be identified.	The school has identified a coach.	A coach will need to be identified.
Parent Engagement and Education	Parent Training will be underway and has reached at least 50% of parents.	Parent Training is ongoing and has met the 80% target.	Plans for parent training are being developed.	Plans for parent training are being developed.	The School2Home team is working with the Leadership Team to start parent training later this spring.	Parent Training has not started yet and will start late summer/early fall.

PROGRAM COMPONENT	LA PROMISE CHARTER #1	IUSD CROZIER	LAUSD COLUMBUS	LAUSD SAN FERNANDO	ARUSD DAVIS	OGUSD FISCHER
Student Tech Expert Development	This component is in place.	This component is currently in place.	Staff that will be in charge of this program is being identified.	Staff that will be in charge of this program is being identified.	This component is not yet in place.	This component is not yet in place.
Online Resources	These resources will be shared by the Coach.	These resources will be shared by the Coach.	These resources will be shared by the Coach.	These resources will be shared by the Coach.	The School team is aware of the Online Resources.	The School will be made aware of the Online Resources.
Learning Academies	Key staff attended the Leadership Academy.	Key staff attended the Leadership Academy	Key staff attended the Leadership Academy	Key staff attended the Leadership Academy	The Leadership Team has not yet participated in the Leadership Academy.	The Principal attended the Leadership Academy this year.
Affordable Home Broadband	This information is being included in the parent training.	This information is being included in the parent training.	This information is being included in the parent training.	This information is being included in the parent training.	This information will be included in the parent training.	This information will be included in the parent training.
Evaluation	A plan for administering the evaluations is being developed.	A plan for administering the evaluations is being developed.	A plan for administering the evaluations is being developed.	A plan for administering the evaluations is being developed.	A plan for administering the evaluations is being developed.	A plan for administering the evaluations is being developed.

School2Home 10 Core Components

6. Assessment, Planning and School Leadership	6. Student Tech Experts Development
7. Technology Bundles for Students and Teachers	7. Online Resources
8. Teacher Professional Development	8. Learning Academies
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**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2016-2017**

PROGRAM COMPONENT	BESD ROBERTSON	JESD POLLICITA	JESD FRANKLIN	JESD RIVERA	JESD ROOSEVELT
Assessment, Planning, and School Leadership	Leadership Team is being reconstituted after teachers left.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.
Technology Bundle for Students and Teachers and Integrated Use	The District has purchased all the bundles necessary for the 6th grade adoption this year.	The District has purchased all the bundles necessary for the 6th grade adoption this year.	The District has purchased all the bundles necessary for the 6th grade adoption this year.	The District has purchased all the bundles necessary for the 6th grade adoption this year.	The District has purchased all the bundles necessary for the 6th grade adoption this year.
Teacher Professional Development	All modules have been presented this year.	All modules have been presented this year.	All modules have been presented this year.	All modules have been presented this year.	All modules have been presented this year.
Teacher Coaching and Mentoring	The District is depending on peer coaching. Only two teachers are involved.	The District has identified a Coach.	The District has identified a Coach.	The District has identified a Coach.	The District has identified a Coach.
Parent Engagement and Education	Twenty percent of the parents were trained last year. Plans are to have the rest trained by June 15.	The school has 99% of the parents trained.	The school has 99% of the parents trained.	The school has 99% of the parents trained.	The school has 99% of the parents trained.
Student Tech Expert Development	The school lost the leader they designated last year. They are recruiting another one.	The school is thinking of starting next year. The difficulty is in finding a staff leader.	The school is ready to go now and is contacting Mouse Squad.	The school is thinking of starting next year. The difficulty is in finding a staff leader.	The school is thinking of starting next year. The difficulty is in finding a staff leader.

PROGRAM COMPONENT	BESD ROBERTSON	JESD POLLICITA	JESD FRANKLIN	JESD RIVERA	JESD ROOSEVELT
Online Resources	The school is using the online resources.	The school is using the online resources.	The school is using the online resources.	The school is using the online resources.	The school is using the online resources.
Learning Academies	The school was able to send a team to the 2017 Leadership Academy.	The school was able to send a team to the 2017 Leadership Academy.	The school was able to send a team to the 2017 Leadership Academy.	The school was able to send a team to the 2017 Leadership Academy.	The school was able to send a team to the 2017 Leadership Academy.
Affordable Home Broadband	The school has informed parents of the available offers.	The school has informed parents of the available offers.	The school has informed parents of the available offers.	The school has informed parents of the available offers.	The school has informed parents of the available offers.
Evaluation	The school has been advised of the responsibilities and the dates that the surveys are due.	The school has been advised of the responsibilities and the dates that the surveys are due.	The school has been advised of the responsibilities and the dates that the surveys are due.	The school has been advised of the responsibilities and the dates that the surveys are due.	The school has been advised of the responsibilities and the dates that the surveys are due.

School2Home 10 Core Components

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**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2016-2017**

PROGRAM COMPONENT	RUSD CENTRAL	RUSD CHEMAWA	RUSD UNIVERSITY HEIGHTS
Assessment, Planning, and School Leadership	The Leadership Team in place.	The Leadership Team in place.	The Leadership Team is in place.
Technology Bundle for Students and Teachers and Integrated Use	The District has supplied an additional 200 devices. Repair parts are being used to rehabilitate older devices. Site has a site provided site technologist who does all level one repairs.	Repair parts are being used to rehab older devices. Site has a site provided site technologist who does all level one repairs.	District has supplied an additional 200 devices. Repair parts are being used to rehabilitate older devices.
Teacher Professional Development	Teacher Professional Development is continuous and integrated into regular PD. There is a heavy reliance on whole District offerings. The site is supporting teachers to go to CUE and ISTE.	Teacher Professional Development is continuous and integrated into regular PD. There is a heavy reliance on whole District offerings. The site is supporting teachers to go to CUE and ISTE.	Teacher Professional Development is continuous and integrated into regular PD. There is a heavy reliance on whole District offerings.
Teacher Coaching and Mentoring	The coach in place.	The coach in place.	Peer coaching is in place and one person was designated as the coach.
Parent Engagement and Education	Training is in place and held at the beginning of year. There are 4 hours for most parents, 6+ for parents without emails. Shorter offerings such as email, use of browsers are offered as stand alones during the school year.	Training is in place and held at the beginning of year. as part of registration. This site is using District online components, once a month in PIQE (Parents for Quality Education) sessions and an 1 hour for everyone at beginning of year.	Training is in place and held at the beginning of year. There are 2 hours for most parents, 6+ for parents who do not have functional digital literacy. There are short introductory sessions during registration. They are also using online training and PIQE for face to face training at the site.

PROGRAM COMPONENT	RUSD CENTRAL	RUSD CHEMAWA	RUSD UNIVERSITY HEIGHTS
Student Tech Expert Development	There is a site based group.	There is a site based group.	The site wants to continue Mouse Squad but no sponsor on staff to do it. The site requested that we find and fund someone in the after school group. This was not supported.
Online Resources	The site is using the online resources.	The site is using the online resources.	The site is using the online resources.
Learning Academies	Three members of the staff attended the Leadership Academy 2017.	Three members of the staff attended the Leadership Academy 2017.	Three members of the staff attended the Leadership Academy 2017.
Affordable Home Broadband	The site is doing outreach. T-Mobile hot spots are available in library for check out.	The site is doing outreach. T-Mobile hot spots are available in library for check out.	The site is doing outreach. T-Mobile hot spots are available in library for check out.
Evaluation	The site has been advised of requirements.	The site has been advised of requirements.	The site has been advised of requirements.

School2Home 10 Core Components

1. Assessment, Planning and School Leadership	6. Student Tech Experts Development
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School2Home Active Partner Schools in Southern California
2017-2018

School District	School	Grades	Number of Students	Number of Teachers	School2Home Program Status of Implementation	Number of Participating Students	Number of Participating Teachers
Los Angeles Unified School District	Robert Louis Stevenson Middle School Partner: Partnership for Los Angeles	6, 7, 8	1,227	60	Ongoing: Cohort Grades 6, 7, 8	600	10
	John Muir Middle School Partner: LA Promise Fund	6, 7, 8	800	40	Ongoing: All Students	800	40
	James Madison Middle School Partner: Madison Computer Science and Engineering Design Magnet	6, 7, 8	396	14	Ongoing: All Students	396	14
	Edwin Markham Middle School Partner: Partnership for Los Angeles	6, 7, 8	800	40	Ongoing: Cohort Grade 7	110	20
	Mark Twain Middle School	6, 7, 8	700	30	Ongoing: Cohort Grade 6	100	30
	San Fernando Institute of Applied Media Partner: Youth Policy Institute	6, 7, 8	409	22	Ongoing: All Students	409	22
	Joseph Le Conte Middle School Partner: Youth Policy Institute	6, 7, 8	890	45	Ongoing: Cohort Grade 6	420	12
	Christopher Columbus Middle School	6, 7, 8	705	32	Ongoing: Cohort Grade 6 (ELL)	200	6
	San Fernando Middle School	6, 7, 8	811	39	Year 1: Cohort Grade 6 (ELL)	273	12
	Orchard Academy 2C	6,7,8	459	15	Planning: Grade 6	50	5
	Maywood Center for Enriched Studies	6, 7, 8	1,025	18	Year 1: Grades 6, 7 and 8	520	18
	LA Promise Charter Middle School	6, 7	179	9	Ongoing: Grades 6 and 7	148	9
	Monsenor Oscar Romero Charter MS	6, 7, 8	334	14	Planning: Grades 6 and 7 (PN Project)	100	6
Riverside Unified School District	Central Middle School	7, 8	643	32	Ongoing: All Students	643	32
	Chemawa Middle School	7, 8	883	42	Ongoing: All Students	883	42
	University Heights Middle School	7, 8	801	41	Ongoing: All Students	801	41
Inglewood Unified School District	Crozier Middle School	7, 8	641	28	Ongoing: All Students	641	28
San Bernardino City Unified School District	Arrowview Middle School	6, 7, 8	1,111	43	Year 1: Grades 6, 7, 8	1,111	43
	Curtis Middle School	7, 8	818	30	Year 1: Grades 7, 8	818	30
	Del Vallejo Middle School	6, 7, 8	562	26	Year 1: Grades 6, 7, 8	562	26
	Golden Valley Middle School	6, 7, 8	843	40	Year 1: Grades 6, 7, 8	843	40
	Serrano Middle School	7, 8	839	39	Year 1: Grades 7, 8	839	39
TOTAL			15,876	699		11,284	525

Notes on Program Implementation Status

Ongoing: Relationship is more than 2 years old (beyond Planning, Implementing, or Year 1). Year 1 is a new school with pull program implementation (such as SBCUSD) because of pre Planning: Engaged in purposeful planning, but full implementation not expected in school year.

Implementing: Relationship has existed with school or district previously and the school is implementing full program in the school year (not Year 1 as with WJUSD).

Cohort: Program is being implemented for a sub-set of students with the involved grades specified (not All Students).



School2Home Alumni Partner Schools in Northern California
2017-2018

School District	School	Grades	Number of Students	Number of Teachers	School2Home Program Status of Implementation	Number of Participating Students	Number of Participating Teachers
Oakland Unified School District	West Oakland Middle School	6, 7, 8	179	8	Ongoing: All Students	179	8
Winters Joint Unified School District	Winters Elementary School	5	686	24	Implementing: All Students	110	4
	Winters Middle School	6, 7, 8	371	22	Ongoing: All Students	371	19
	Winters High School	9, 10, 11, 12	442	23	Implementing: All Students	442	21
	Wolfskill Continuation School	9, 10, 11, 12	38	3	Implementing: All Students	35	3
West Contra Costa Unified School District	Lovonya DeJean Middle School	7, 8	457	15	Ongoing: All Students	457	20
Sacramento City Unified School District	Leataata Floyd Elementary School Partner: Valley Vision	K-6	346	15	Ongoing: Cohort Grades 4, 5, 6	132	4
Bayshore Elementary School District Jefferson Elementary School District Partner: San Mateo County Office of Education Alum Rock Union School District*	The Bayshore School (formerly Garnet J. Robertson Interm. School)	5, 6, 7, 8	187	8	Implementing: Grades 5, 6	55	4
	Thomas R. Pollicita Middle School (JESD)	6, 7, 8	676	35	Implementing: Grades 6, 7, 8	676	35
	Benjamin Franklin Intermediate School (JESD)	6, 7, 8	803	30	Implementing: Grades 6, 7, 8	803	30
	Fernando Rivera Intermediate School (JESD)	6, 7, 8	506	27	Implementing: Grades 6, 7, 8	506	26
	Franklin D. Roosevelt Elementary School (JESD)	K-6	401	19	Implementing: Grades 5, 6	35	4
	Clyde L. Fischer Middle School*	6, 7, 8	352	12	Planning: Grades 6, 7, 8	352	12
*Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)							
TOTAL			5,444	241		4,153	190

Notes on Program Implementation Status

Ongoing: Relationship is more than 2 years old (beyond Planning, Implementing, or Year 1). Year 1 is a new school with pull program implementation because of preparation in prior year or summer.

Planning: Engaged in purposeful planning, but full implementation not expected in school year.

Implementing: Relationship has existed with school or district previously and the school is implementing full program in the school year (not Year 1 as with WJUSD).

Cohort: Program is being implemented for a sub-set of students with the involved grades specified (not All Students).



**School2Home Partner Schools and Districts
2017-2018**

School District	School	Grades	Number of Students	Number of Teachers	School2Home Program Status of Implementation	Number of Participating Students	Number of Participating Teachers
School2Home Active Partner Schools							
Los Angeles Unified School District	Robert Louis Stevenson Middle School Partner: Partnership for Los Angeles Schools	6, 7, 8	1,227	60	Ongoing: Cohort Grades 6, 7, 8	600	10
	John Muir Middle School Partner: LA Promise Fund	6, 7, 8	800	40	Ongoing: All Students	800	40
	James Madison Middle School Partner: Madison Computer Science and Engineering Design Magnet	6, 7, 8	396	14	Ongoing: All Students	396	14
	Edwin Markham Middle School Partner: Partnership for Los Angeles Schools	6, 7, 8	800	40	Ongoing: Cohort Grade 7	110	20
	Mark Twain Middle School	6, 7, 8	700	30	Ongoing: Cohort Grade 6	100	30
	San Fernando Institute of Applied Media Partner: Youth Policy Institute	6, 7, 8	409	22	Ongoing: All Students	409	22
	Joseph Le Conte Middle School Partner: Youth Policy Institute	6, 7, 8	890	45	Ongoing: Cohort Grade 6	420	12
	Christopher Columbus Middle School	6, 7, 8	705	32	Ongoing: Cohort Grade 6 (ELL)	200	6
	San Fernando Middle School	6, 7, 8	811	39	Year 1: Cohort Grade 6 (ELL)	273	12
	Orchard Academy 2C	6, 7, 8	459	15	Planning: Grade 6	50	5
	Maywood Center for Enriched Studies	6, 7, 8	1,025	18	Year 1: Grades 6, 7 and 8	520	18
	LA Promise Charter Middle School	6, 7	179	9	Ongoing: Grades 6 and 7	148	9
	Monsenor Oscar Romero Charter Middle School	6, 7, 8	334	14	Planning: Grades 6 and 7 (PN)	100	6
Riverside Unified School District	Central Middle School	7, 8	643	32	Ongoing: All Students	643	32
	Chemawa Middle School	7, 8	883	42	Ongoing: All Students	883	42
	University Heights Middle School	7, 8	801	41	Ongoing: All Students	801	41
Inglewood Unified School District	Crozier Middle School	7, 8	641	28	Ongoing: All Students	648	28
San Bernardino City Unified School District	Arrowview Middle School	6, 7, 8	1,111	43	Year 1: Grades 6, 7, 8	1,111	43
	Curtis Middle School	7, 8	818	30	Year 1: Grades 7, 8	818	30
	Del Vallejo Middle School	6, 7, 8	562	26	Year 1: Grades 6, 7, 8	562	26
	Golden Valley Middle School	6, 7, 8	843	40	Year 1: Grades 6, 7, 8	843	40
	Serrano Middle School	7, 8	839	39	Year 1: Grades 7, 8	839	39
Alum Rock Union School District	Clyde L. Fischer Middle School*	6, 7, 8	352	12	Planning: Grades 6, 7, 8	352	12
School2Home Alumnae Partners							
Bayshore Elementary School District	The Bayshore School (formerly Garnet J. Robertson Intermediate School)	5, 6, 7, 8	187	8	Implementing: Grades 5, 6	55	4
Jefferson Elementary School District	Thomas R. Pollicita Middle School (JESD)	6, 7, 8	676	35	Implementing: Grades 6, 7, 8	656	35
	Benjamin Franklin Intermediate School (JESD)	6, 7, 8	803	30	Implementing: Grades 6, 7, 8	803	30
	Fernando Rivera Intermediate School (JESD)	6, 7, 8	506	27	Implementing: Grades 6, 7, 8	506	26
	Franklin D. Roosevelt Elementary School (JESD)	K-6	401	19	Implementing: Grades 5, 6	35	4
Partner: San Mateo County Office of							
Oakland Unified School District	West Oakland Middle School	6, 7, 8	179	8	Ongoing: All Students	179	8
Sacramento City Unified School District	Leataata Floyd Elementary School Partner: Valley Vision	K-6	346	15	Ongoing: Cohort Grades 4, 5, 6	132	4
West Contra Costa Unified School District	Lovonya DeJean Middle School	7, 8	457	15	Ongoing: All Students	457	20
Winters Joint Unified School District	Winters Elementary School	5	686	24	Implementing: All Students	110	4
	Winters Middle School	6, 7, 8	371	22	Ongoing: All Students	371	19
	Winters High School	9, 10, 11,	442	23	Implementing: All Students	442	21
	Wolfskill Continuation School	9, 10, 11,	38	3	Implementing: All Students	35	3
TOTAL			21,320	940		15,437	715

*Partners: San Jose Mayor's Office; Silicon Valley Education Foundation (East Side Alliance)

Notes on Program Implementation Status:

Ongoing: Relationship is more than 2 years old (beyond Planning, Implementing, or Year 1). Year 1 is a new school with pull program implementation because of preparation in prior year or summer.

Planning: Engaged in purposeful planning, but full implementation not expected in school year.

Implementing: Relationship has existed with school or district previously and the school is implementing full program in the school year.

Cohort: Program is being implemented for a sub-set of students with the involved grades specified (not All Students).



School2Home Partner Schools
Performance Metrics
2017-2018

School2Home Partner School	Number of Teachers	Reviewed S2H Modules with Coach and Scheduled Sessions	# Teachers Started Participating in S2H or Equivalent Modules	# Teachers Trained 24 Hours or Validated Proficiency	Percentage of Teachers Trained (Goal 100%; >90%)	Number of Students in S2H Cohort	Number of Parents Trained	Percentage of Parents Trained (Goal 80%)	Principal Interview for Evaluation	Number of Teacher Evaluation Surveys Completed	Percentage of Teacher Evaluation Surveys Collected (Goal 90%)	Number of Student Evaluation Surveys Completed	Percentage of Student Evaluation Surveys Collected (Goal 70%)	Number of Parent Evaluation Surveys Completed	Percentage of Parent Evaluation Surveys Collected (Goal 70%)
Robert Louis Stevenson Middle School	10	Yes	10	10	100	448	393	88							
John Muir Middle School	40	Yes	40	40	100	540	340	63							
James Madison Middle School	14	Yes	14	14	100	132	132	100							
Edwin Markham Middle School	20	Yes	20	15	75	110	48	44							
Mark Twain Middle School	30	Yes	30	30	100	100	60	60							
San Fernando Institute of Applied Media	22	Yes	22	22	100	60	30	50							
Joseph Le Conte Middle School	12	Yes	12	12	100	70	38	54							
Christopher Columbus Middle School	6	Yes	6	6	100	200	30	15							
San Fernando Middle School	12	Yes	12	7	58	30	6	20							
Monsenor Oscar Romero Charter Middle	6	NA	NA	NA	NA	200	NA	NA							
Central Middle School	32	Yes	32	0	100	617	320	52							
Chemawa Middle School	42	Yes	42	0	100	855	425	50							
University Heights Middle School	41	Yes	41	0	100	799	429	54							
West Oakland Middle School**	8	NA	NA	NA	NA	179	179	NA							
Crozier Middle School	28	Yes	28	20	71	648	389	60							
Leataata Floyd	4	NA	NA	NA	NA	346	132	NA							
The Bayshore School (formerly Garnet J. Robertson Intermediate School)**	4	NA	NA	NA	NA	187	55	NA							
Thomas R. Pollicita Middle School (JESD)**	35	NA	NA	NA	NA	676	676	NA							
Benjamin Franklin Intermediate School (JESD)**	30	NA	NA	NA	NA	803	803	NA							
Fernando Rivera Intermediate School (JESD)**	26	NA	NA	NA	NA	506	506	NA							
Franklin D. Roosevelt Elementary School (JESD)**	4	NA	NA	NA	NA	401	35	NA							
Arrowview Middle School	43	Y	43	0	100	1,095	429	39							
Curtis Middle School	30	Y	30	0	100	841	434	52							
Del Vallejo Middle School	26	Y	26	0	100	558	201	36							
Golden Valley Middle School	40	Y	40	0	100	875	274	31							
Serrano Middle School	39	Y	39	0	100	899	448	50							
Clyde L. Fischer Middle School**	12	Y	0	0	NA	80	0	NA							
Maywood Center for Enriched Studies	18	Y	18	18	100	520	479	92							
LA Promise Charter Middle School	9	Y	9	9	100	181	145	80							
Orchard Academy 2C*	5	N	0	0	NA	80	0	NA							
TOTAL	715		514	203		13,041	7436								
AVERAGE %					95			54							

* New school in Planning Phase.

** Teacher and parent trainings in these schools took place in 2016-2017.

NA= Not Applicable

**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2017-2018**

Program Component	SBCUSD Arrowview	SBCUSD Curtis	SBCUSD Del Vallejo	SBCUSD Golden Valley	SBCUSD Serrano
1. Assessment, Planning, and School Leadership	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.
2. Technology Bundle for Students and Teachers	The technology bundles have been purchased.	The technology bundles have been purchased.	The technology bundles have been purchased.	The technology bundles have been purchased.	The technology bundles have been purchased. This site is using iPads, which were purchased last year.
3. Teacher Professional Learning	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists." They are using Google Certified courses to train teachers in addition to the District training.	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists." They are using Google Certified courses to train teachers in addition to the District training.	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists." They are using Google Certified courses to train teachers in addition to the District training.	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists." They are using Google Certified courses to train teachers in addition to the District training.	Training is in place, with Coaches as trainers. This site has 3 teachers that serve as "Site Technologists." They are using Google Certified courses to train teachers in addition to District training.
4. Teacher Coaching and Mentoring	The Coach is in place.	The Coach is in place.	The Coach is in place.	The Coach is in place.	The Coach is in place.
5. Parent Engagement and Education	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.	The school is using a combination of an initial in-person meeting during orientation and online parent training modules assigned as homework.

Program Component	SBCUSD Arrowview	SBCUSD Curtis	SBCUSD Del Vallejo	SBCUSD Golden Valley	SBCUSD Serrano
6. Student Tech Expert Learning	The school is looking for a teacher that can step in to help with this component.	The school has identified a staff member who is ready to start.	The school has identified a staff member who is ready to ready to start.	The site is looking to identify a teacher so they can begin.	The site has a “club” that serves this function in place.
7. Online Resources	The site is using the online resources.	The site is using the online resources.	The site is using the online resources.	The site is using the online resources.	The site is using the online resources.
8. Learning Academies	Staff members attended the 2017 Leadership Academy.	Staff members attended the 2017 Leadership Academy.	Staff members attended the 2017 Leadership Academy.	Staff members attended the 2017 Leadership Academy.	Staff members attended the 2017 Leadership Academy.
9. Affordable Home Broadband	The District has provided free home broadband access for all parents who self -identified as needing it.	The District has provided free home broadband access for all parents who self- identified as needing it.	The District has provided free home broadband access for all parents who self-identified as needing it.	The District has provided free home broadband access for all parents who self-identified as needing it.	The District has provided free home broadband access for all parents who self-identified as needing it.
10. Evaluation	The site has been advised of the requirements.	The site has been advised of the requirements.	The site has been advised of the requirements.	The site has been advised of the requirements.	The site has been advised of the requirements.

**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2017-2018**

Program Component	SCUSD Leatataa Floyd	WJUSD Winters Elementary	WJUSD Winters MS	WJUSD Winters HS	OUSD West Oakland	WCCUSD DeJean
1. Assessment, Planning, and School Leadership	Leadership Team is in place and meeting regularly.	District Leadership Team is in place and meeting regularly.	District Leadership Team is in place and meeting regularly.	The District Leadership Team is in place and meeting regularly.	Leadership Team is in place and meets regularly.	Leadership Team is in place and meets on a regular basis.
2. Technology Bundle for Students and Teachers	The team is working to secure the needed devices for this year's additional classes.	Devices have been purchased and deployed throughout the identified schools in 5th to 12th grade classrooms.	Devices have been purchased and deployed throughout the identified schools in 5th to 12th grade classrooms.	Devices have been purchased and deployed throughout the identified schools in 5th to 12th grade classrooms.	OTX continues to supply desktops to families who have completed the training.	All devices have been distributed to students regardless of parent training.
3. Teacher Professional Learning	Teacher Professional Learning is proceeding for the new teachers.	Teacher Professional Learning has taken place, and ongoing sessions are implemented as needed.	Teacher Professional Learning has taken place, and ongoing sessions are implemented as needed.	Teacher Professional Learning has taken place, and ongoing sessions are implemented as needed.	Professional Learning has been integrated and embedded into the ongoing offerings by both site and District.	Professional Learning has been integrated and embedded into the ongoing offerings by both site and District.
4. Teacher Coaching and Mentoring	Coaching being done by Valley Vision and the principal.	Coaches are in place at all schools and are working with teachers on a regular basis.	Coaches are in place at all schools and are working with teachers on a regular basis.	Coaches are in place at all schools and are working with teachers on a regular basis.	Coaching is informal and being done on a peer to peer basis	Academic coach/administrator is working full time with teachers.
5. Parent Engagement and Education	The school still struggles with getting parents to attend trainings and is implementing a range of different strategies to reach their goals.	The District is 10 parents shy of 100% participation (800 parents total). Those 10 parents will be engaged soon.	The District is 10 parents shy of 100% participation (800 parents total). Those 10 parents will be engaged soon.	The District is 10 parents shy of 100% participation (800 parents total). Those 10 parents will be engaged soon.	A new approach of holding shorter, more frequent trainings is being experimented with.	Parent awareness/training has been integrated into all school events and into Parent Academic Nights.

Program Component	SCUSD Leatataa Floyd	WJUSD Winters Elementary	WJUSD Winters MS	WJUSD Winters HS	OUSD West Oakland	WCCUSD DeJean
6. Student Tech Expert Learning	Mouse Squad will be implemented very soon!	Mouse Squad was implemented and is underway.	Mouse Squad was implemented and is underway.	Mouse Squad was implemented and is underway.	No formal Mouse Squad is in place. The Project Lead the Way teacher is coaching students in level one repairs.	Mouse Squad is in place and meeting after school.
7. Online Resources	Online resources are identified and shared with teachers on an ongoing basis.	The School2Home website is linked to the District and school websites.	The School2Home website is linked to the District and school websites.	The School2Home website is linked to the District and school websites.	The site is using the online resources.	The site is using the online resources.
8. Learning Academies	Three Leadership Team members attended the Leadership Academy. Leadership Team meetings continue to be held monthly.	No Leadership Team members attended the Leadership Academy. Leadership Team meetings continue to be held on a regular basis. The district executive Director attended.	No Leadership Team members attended the Leadership Academy. Leadership Team meetings continue to be held on a regular basis. The district executive Director attended.	A Leadership Team member attended the Leadership Academy. Leadership Team meetings continue to be held on a regular basis. Will be hosting the Northern California Regional Collaborative.	A member of the Leadership Team attended the Leadership Academy and the Executive Director of the Technology Exchange	The Leadership Team attended the Leadership Academy with three teachers and an administrator.
9. Affordable Home Broadband	The Leadership Team continues to monitor offerings and inform parents of possibilities	The District is working with the city and county to supply free Internet.	The District is working with the city and county to supply free Internet.	The District is working with the city and county to supply free Internet, exploring a partnership with T-Mobile.	The Technology Exchange and the site are advising parents of the opportunities they have.	The site is advising parents of the available offers.
10. Evaluation	The Leadership Team is planning for full participation in year-end evaluations.	WJUSD has collected very high numbers of surveys in the past, plans on continuing their success.	WJUSD has collected very high numbers of surveys in the past, plans on continuing their success.	WJUSD has collected very high numbers of surveys in the past, plans on continuing their success.	The site has been advised of both the responsibilities and dates that are in place.	The site has been advised of both the responsibilities and dates that are in place.

**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2017-2018**

Program Component	LAUSD Stevenson	LAUSD LA Promise-Muir	LAUSD Madison	LAUSD YPI - SFIAM	LAUSD YPI - Le Conte	LAUSD PLAS - Markham	LAUSD Mark Twain
1. Assessment, Planning, and School Leadership	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.	Leadership Team has been identified and is meeting regularly.
2. Technology Bundle for Students and Teachers	Devices have been received and deployed to students.	Devices are deployed in the classroom. Additional devices for home use have been purchased.	Devices are deployed in the classroom.	Devices are deployed in the classroom. iPads are being taken home by eligible families.	Devices have been delivered and deployed in the classroom.	Devices have been deployed in the classroom and given to parents who have completed the trainings.	Devices have been deployed in the classroom and given to parents who have completed training.
3. Teacher Professional Learning	PL focusing on blended learning is currently underway.	Lead Teachers are delivering the sessions.	Coach is planning and delivering the professional Learning modules.	YPI Coach is conducting professional Learning for individual teachers.	YPI Coach and Lead Teacher are conducting professional Learning for individual teachers.	Participating teachers need to be included in upcoming PL opportunities with the district.	Participating teachers need to be included in upcoming PL activities.
4. Teacher Coaching and Mentoring	Ms. Mikasa is serving as the Coach.	Coach and Lead Teachers are in place and working in collaboration with Lead teachers	Gene Wong is serving as the Coach.	YPI staff is providing coaching support.	YPI staff is providing Coaching support and is working with Lead teacher Elizabeth Lester.	Assistant Principal is serving as the Coach.	Ms. Joelle Coach.
5. Parent Engagement and Education	Parent trainings have reached 80% target.	The team is identifying strategies for improving parent responses.	The school is working with S2H to further customize modules.	Trainings for targeted cohort has reached 80% target.	Trainings have begun and open to all parents.	Trainings have begun and reached approximately 50% of their goal.	School continues to experience challenges getting parents to register and attend trainings.

[illegible]

**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2017-2018**

Program Component	LA Promise Charter #1	IUSD Crozier	LAUSD Columbus	LAUSD San Fernando	LAUSD MaCES	LAUSD Orchard
1. Assessment, Planning, and School Leadership	Leadership Team meets regularly.	Leadership Team meets regularly.	Leadership Team meets regularly.	Leadership Team meets regularly.	Leadership Team meets regularly.	Leadership team has been identified.
2. Technology Bundle for Students and Teachers	Devices have been purchased and are being on campus and at home.	New devices were purchased by the district.	Devices for English Language Learners from the district are being used.	Devices for English Language Learners from the district are being used.	The school has purchased devices which have been distributed to parents who completed the training.	The school has identified devices that will be given to parents who complete the training.
3. Teacher Professional Learning	Professional Learning plan is in place and being implemented by the Coach.	Professional Learning plan is in place and being implemented by the Coach.	Plan for Professional Learning is being developed by the Coach in collaboration with S2H.	Plan for Professional Learning is being developed by the Coach in collaboration with S2H.	Plan for Professional Learning is being developed by the Coach. In collaboration with S2H.	Plan for Professional Learning is being developed by the Coach. In collaboration with S2H.
4. Teacher Coaching and Mentoring	Coach has been identified and is working with S2H Instructional Lead.	Coach has been identified and is working with S2H Instructional Lead.	Coach has been identified and is working with S2H Instructional Lead.	Coach has been identified and is working with S2H Instructional Lead.	Coach has been identified and is working with S2H Instructional Lead.	Coach has been identified and is working with S2H Instructional Lead.
5. Parent Engagement and Education	Parent Training will is underway and has reached at has been successful	Parent Training is ongoing and has met the 80% target.	Parent training modules are underway.	Plans for parent training workshops have not yet begun.	Parent training is ongoing and has reached the 80% target.	Parent Training has not yet begun.

**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2017-2018**

Program Component	BESD The Bayshore School	JESD Pollicita	JESD Franklin	JESD Rivera	JESD Roosevelt
1. Assessment, Planning, and School Leadership	Leadership Team-has been reconstituted after teachers left.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.	The Leadership Team in place and meets regularly.
2. Technology Bundle for Students and Teachers	The District has purchased all the bundles necessary for the 6 th grade adoption.	The District has purchased all the bundles necessary for the 6 th grade adoption this year.	The District has purchased all the bundles necessary for the 6 th grade adoption this year.	The District has purchased all the bundles necessary for the 6 th grade adoption this year.	The District has purchased all the bundles necessary for the 6 th grade adoption this year.
3. Teacher Professional Learning	No teachers were trained this year.	New and new to district teachers were trained using the online modules developed by the San Mateo County Office of Education and S2H.	New and new to district teachers were trained using the online modules developed by the San Mateo County Office of Education and S2Home	New and new to district teachers were trained using the online modules developed by the San Mateo County Office of Education and S2H.	New and new to district teachers were trained using the online modules developed by the San Mateo County Office of Education
4. Teacher Coaching and Mentoring	The District is depending on peer coaching. Only two teachers are involved.	The District has identified a Coach who went regularly to the site.	The District has identified a Coach who went regularly to the site.	The District has identified a Coach who went regularly to the site.	The District has identified a Coach who went regularly to the site.
5. Parent Engagement and Education	District is planning on trainings from now to the end of the year.	The school has 99% of the new incoming parents trained.	The school has 99% of the new incoming parents trained.	The school has 99% of the new incoming parents trained.	The school has 99% of the new incoming parents trained.
6. Student Tech Expert Learning	The school lost the leader they designated last year. They are recruiting another one.	The school is thinking of starting next year. The difficulty is in finding a staff leader.	The school is ready to go now and is contacting Mouse Squad.	The school is thinking of starting next year. The difficulty is in finding a staff leader.	The school is thinking of starting next year. The difficulty is in finding a staff leader.

Program Component	BESD The Bayshore School	JESD Pollicita	JESD Franklin	JESD Rivera	JESD Roosevelt
7. Online Resources	The school sent one person to the 2018 Leadership Academy. However the district sent the Director of Tech	The site was unable to send a team but the District Executive Director did attend the 2018 Leadership Academy.	The site was unable to send a team but the District Executive Director did attend the 2018 Leadership Academy.	The site was unable to send a team but the District Executive Director did attend the 2018 Leadership Academy.	The site was unable to send a team but the District Executive Director did attend the 2018 Leadership Academy.
8. Learning Academies	The school has informed parents of the available offers.	The school has informed parents of the available offers.	The school has informed parents of the available offers.	The school has informed parents of the available offers.	The school has informed parents of the available offers.
9. Affordable Home Broadband	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.
10. Evaluation	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.	The school will not send out end of year surveys since the surveys no longer apply to their circumstances.

**California Emerging Technology Fund
School2Home
Status of Implementation During School Year 2017-2018**

Program Component	ARUSD Fischer	RUSD Central	RUSD Chemawa	RUSD University Heights
1. Assessment, Planning, and School Leadership	Leadership Team is in place and meets regularly.	Leadership Team in place.	Leadership Team in place.	Leadership Team is in place.
2. Technology Bundle for Students and Teachers	School is leveraging devices and connectivity received from grant awarded to the district.	The District supplies replacements. School is 1:1. Repair parts are being used to rehabilitate older devices.	The District supplies replacements. School is 1:1. Repair parts are being used to rehab older devices.	The District supplies replacements. School is 1:1. District has supplied an additional 200 devices. Repair parts are being used to rehabilitate older devices.
3. Teacher Professional Learning	S2H staff has met with the Coach to plan the delivery of PL modules.	Teacher Professional Learning is continuous and integrated into regular PL. There is a heavy reliance on whole District offerings.	Teacher Professional Learning is continuous and integrated into regular PL. There is a heavy reliance on whole District offerings.	Teacher Professional Learning is continuous and integrated into regular PL. There is a heavy reliance on whole District offerings.
4. Teacher Coaching and Mentoring	The Coach has been identified and is working with S2H instructional lead.	Coach in place.	Coach in place.	Peer Coach in place.
5. Parent Engagement and Education	The Parent Education lead has been identified and is meeting with the S2H expert in this area.	Training is in place and held at the beginning of year. There are 4 hours for most parents, 6+ for parents without emails. Shorter offerings such as email, use of browsers are offered as stand alones during the school year.	Training is in place and held at the beginning of the year as part of registration. This site is using District online components, once a month in PIQE (Parents for Quality Education) sessions and an hour for everyone at beginning of year.	Training is in place and held at the beginning of year. There are 2 hours for most parents, 6+ for parents who do not have functional digital literacy. There are short introductory sessions during registration. They are also using online training and PIQE for face to face training at the site.

Program Component	ARUSD Fischer	RUSD Central	RUSD Chemawa	RUSD University Heights
6. Student Tech Expert Learning	Tech Exchange staff is supporting the implementation of this component.	There is a site based group.	There is a site based group.	The site wants to continue Mouse Squad but no sponsor on staff to do it. The site requested that we find and fund someone in the after school group. This was not supported.
7. Online Resources	The online resources will be shared during the PL sessions.	The site is using the online resources.	The site is using the online resources.	The site is using the online resources.
8. Learning Academies	The Leadership Team attended the 2018 Leadership Academy.	Three members of the staff attended the Leadership Academy 2018.	Three members of the staff attended the Leadership Academy 2018.	Three members of the staff attended the Leadership Academy 2018.
9. Affordable Home Broadband	This information will be shared during the parent training workshops.	The site is doing outreach. T-Mobile hot spots are available in library for check out.	The site is doing outreach. T-Mobile hot spots are available in library for check out.	The site is doing outreach. T-Mobile hot spots are available in library for check out.
10. Evaluation	The Leadership Team will develop a plan for supporting the evaluation process.	The site has been advised of requirements.	The site has been advised of requirements.	The site has been advised of requirements.