School2Home
2020-2021 Evaluation Report

Report Prepared
by the Metiri Group
and School2Home

School2Home works with Partner Schools in California to address the Achievement Gap and the Digital Divide at schools in underserved communities in California. The Metiri Group was selected by the California Emerging Technology Fund (CETF) in 2018 to serve as the Independent Evaluator to implement the Evaluation Core Component of School2Home. The Metiri Group is a small, woman-owned consulting firm that specializes in K-12 educational technology and 21st Century Learning. Metiri has a national and international reputation for systems thinking, evaluation, research, and innovation. Located in Southern California, the firm has a clientele that includes K-12 schools and agencies, foundations, and private sector firms.

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School2Home is an Initiative of the California Emerging Technology Fund

“Our participation in Schoo2Home provided
a strong foundation in digital learning prior to the pandemic,
which was essential to our continuation of high-quality distance learning
in 2020-2021.”

- Serrano Middle School Leadership Team

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Introduction

The California Emerging Technology Fund (CETF) was established in 2005 to close the Digital Divide in California. As part of this mission, CETF worked with leaders from the public, private, non-profit and philanthropic sectors to develop School2Home as its signature education initiative.

This Report presents the results of the School2Home Evaluation for the 2020-2021 school year. During that period, School2Home worked with 27 Partner Schools located in 8 districts, most of which are located in Southern California. The 2020-2021 school year was tremendously challenging for all California schools, particularly those serving low-income families, most likely to lack the digital tools and resources needed for distance learning. The 27 Partner Schools had participated in School2Home during the prior school year when schools were first closed. All 27 Partner Schools credited School2Home for their relatively seamless transition to distance learning in the spring of 2020. Their experience provided insights into the additional adjustments necessary to support students and families as the pandemic continued through the 2020-2021 school year.

A high-level consolidated overview of all the Partner Schools implementation efforts and outcomes is presented in this Report. It is intended to provide helpful information to CETF Board of Directors, School2Home management and school leaders to make decisions and adjustments to drive continuous improvement. Additionally, it aims to inform policy makers, education leaders and other organizations seeking to close the Achievement Gap and the Digital Divide across California. Individual school findings were shared with the Partner Schools during the summer of 2021 to help them develop their plans for the 2021-2022 school year.

About School2Home

School2Home helps build the capacity of Title 1 Partner Schools to integrate technology into teaching, learning and parent engagement to improve student outcomes and establish a sustainable digital learning community to improve student outcomes. Since 2009, School2Home has provided financial and technical support to Partner Schools in 12 districts to implement School2Home 10 Core Components, listed below. An Implementation Guide provides guidance, tools and templates.

- Leadership, Assessment and Planning
- Technology Bundles
- Teacher Professional Learning
- Coaching and Mentoring
- Parent Engagement and Education
- Student Tech Expert Development
- Online Resources
- Learning Academies
- Affordable Home Internet Access
- Evaluation

A dedicated School2Home team within CETF works with participating districts and schools for 3 to 5 years, and often longer. A formal Partnership Agreement delineates the roles, responsibilities and financial commitments of CETF, district offices, and the Partner School. Typically, School2Home provides funding directly to the school leaders who take on responsibilities to implement School2Home. Partner Schools, in turn, commit to providing specific resources and supports.

School2Home helps each Partner School prepare a Work Plan to guide implementation at a pace that fits their needs and builds on work already underway in instructional technology, including district technology initiatives, procedures and protocols. Ultimately, School2Home seeks to develop sustainable digital learning resources, personnel and systems at each Partner School and build, sustain, and extend this capacity through the School2Home Learning Communities.

About the Evaluation

The Metiri Group an Independent Evaluator selected by CETF, worked with Elaine Carpenter, an Independent Consultant, to School2Home to conduct the School2Home Evaluation. The 2020-2021 Evaluation Report synthesizes findings that address the set of 5 School2Home Research Questions (modified due to the pandemic), which frame the evaluation of School2Home (see Box 1). The Research Questions were derived from the School2Home Logic Model, which is displayed in Appendix A.

Box 1: Research Questions

Research Question #1: School2Home Implementation Fidelity
To what extent are the participating schools implementing the 10 School2Home Core Components with support of CETF and how did this implementation help each school implement distance learning resulting from the COVID-19 school closures?

Research Question #2: School2Home Integration into Classrooms and School Culture
To what extent have participating schools integrated instructional technology into the fabric of the school to actively engage students with technology, involve parents as learning partners and shift the school culture to one of high expectations and data-driven continuous improvement?

Research Question #3: School2Home Effect on Digital Adoption and Inclusion
To what extent have parents increased their use of broadband technology at home to support the education of their children, model good digital citizenship, and improve the lives of their family members?

Research Question # 4: School2Home Impact on Student Outcomes
To what extent have students at Partner Schools achieved outcomes in English language arts and math when compared to student results in an In-District Match School and a State Comparison Cohort? *

Research Question #5: School2Home Influence on Changes in Policy and Practice
To what extent has there been a change in school and district policy and practice to close the Achievement Gap and the Digital Divide?

** The California Department of Education did not administer state tests in Spring 2020, thus, source data for this question include perception data (interviews and surveys) and observational data from site visits in the Partner Schools, as well as extant data from School2Home Reports and publicly available documents.*

Data Sources and Uses

The School2Home Evaluation data included primary and secondary sources. The primary sources were from online surveys (student, teacher, and parents), Principal Reflections (survey), and interviews of the School Leadership Teams. The secondary sources were extant documents from School2Home, the California Department of Education, Partner School Districts, and other publicly available data. All primary data were collected between April and August of 2021. Several sources used in prior years were not available or limited in 2020-2021 due to the pandemic, i.e., the site visit data from Partner Schools, state test results, and suspension rates.

Primary Data Sources:

- **Surveys:** Online surveys were administered to teachers, parents and students from the Partner Schools in 6 of the 8 participating districts. A common survey instrument was developed with individual versions created for each school. The majority of the surveys were administered in May and June. Due to inadvertent changes in individual surveys, one school re-administered the teacher surveys in August. School2Home survey responses included:
  - 516 Teacher surveys, which represents 83.0% of School2Home teachers in respondent schools.
  - 1,547 Parent surveys (offered online in English and Spanish), which represented 11.7% of parents (1 per student) in the respondent schools.
  - 4,629 Student surveys, which represented 35.1% of students in respondent schools.
- **Interviews:** Interviews were conducted with each of the 27 School Leadership Team were conducted via video conferences after the schools had transitioned to distance Learning. These video conferences replaced conversations and observations that typically would have been conducted on the school site in past years.
- **Principal Reflections:** Qualitative data were collected through a Principal Reflection Survey completed by 26 Principals. In the spring of 2021.

Secondary Data Sources:

- **Management Reports** from CETF and School2Home, including:
  - The Partnership Frameworks between CETF and the Partner Schools, which delineate the roles and responsibilities of the participating districts, schools, CETF and the School2Home program staff.
  - Work Plans prepared by each Partner School in collaboration with School2Home Program Managers that identify the goals and objectives, assign responsibilities, establish a timeline for implementing the 10 Core Components, and state the number of students targeted for the intervention.
  - Monthly performance reports prepared by Program Managers and School Leaders using a standard checklist of performance/implementation metrics.
  - A year-end summary "implementation score" developed by School2Home Program Managers using a set of standard implementation rubrics and scoring system.
- A summary of federal, state, and local policy changes related to the Digital Divide and the Achievement Gap.
- Demographic and academic data were extracted from the California Education Dashboard. Note: The latest demographic data on the Dashboard is available for 2020 and the latest testing data for 2019.

2020-2021 Partner Schools

In 2020-2021, School2Home worked with 29 Partner Schools, most of which are located in Southern California.[1] Two (2) of the Partner Schools were new to School2Home; thus 2020-2021 was a planning year for them, and their data are not included in this Report. All Partner Schools were public schools, located in low-income, high-density neighborhoods where broadband adoption rates are below the state average. Of the 27 active Partner Schools, 3 were district-sponsored charter schools, and 7 were magnet schools. The majority of the 27 active Partner Schools (22) were classified as urban (i.e., 17 were City-Large Urban and 5 were City-Midsize Urban), and 5 were suburban. These schools represented high percentages of minority students. On average, the 27 active Partner Schools enrollments were at 81.4% Hispanic and 10.1% African American, with all other races and ethnicities at levels below 4%.

The percentage of students in Partner Schools socio-economically disadvantaged was, on average, 93.0%. This is 32.3% higher than the K-12 state average of 60.7%. Nearly a quarter of the students (22.8%) participating in School2Home were English language learners compared to a statewide average of 18.6%. The percentage of homeless in the active Partner Schools is 3.5% compared to 3.2% statewide.[2] In Partner schools, on average, the enrollment included 15.7% students with disabilities, compared to the state average of 11.7%.

The academic performance of the Partner Schools was considerably lower than the state average in 2019, the last year of statewide testing. In math, the average percentage of students proficient was 18.8% compared to a statewide middle school average of 37.7%. For English language arts (ELA), the average percentage of students was 31.2% compared to the state middle school average of 49.7%. Growth patterns for 2017-2018 to 2018-2019 indicated that the Partner Schools participating in School2Home at that time were, on average, matching the statewide average in annual gains. However, moving closer to state performance goals will require addressing the significant learning deficits accumulated by students in prior years. All of the 29 Partner Schools were eligible for federal Targeted Assistance Programs, with 2 qualified for Additional Targeted Support and Improvement (ATSI), 5 eligible for Comprehensive Support and Improvement (CSI), and 22 that received General Assistance."[3]

The Partner Schools vary on many dimensions, including enrollment, percentage of English learners served, percent socio-economically disadvantaged, and years of participation in School2Home.

Table 1: Partner Districts and Partner Schools for 2020–2021

District	School	Grades Served	School Enrollment	Percent Socio-economically Disadvantaged	Percent English Learners	Year(s) in School2Home
Alum Rock Union Elementary School District	Clyde L. Fischer	6, 7, 8	301	92.7%	42.2%	4
Franklin-McKinley School District	Bridges Academy	7, 8	297	86.5%	45.8%	3
Inglewood Unified School District	Crozier (George W.) Middle School	7, 8	577	88.0%	26.7%	7

[1] School2Home is currently primarily focused on working with schools served by Charter Spectrum, whose operating territory is in Southern California.

[2] California Department of Education. (2019). Enrollment: State Demographics. https://www.caschooldashboard.org/reports/ca/2019

[3] Under the 'Every Student Succeeds Act' state education agencies must determine school eligibility for additional support to address needs of low-performing students within existing Title I schools. Schools that receive ATSI have been identified for additional support to address needs of the low-performing students in Title I schools. Schools that receive Comprehensive Support and Improvement (CSI) have a large share of students and are in the bottom 5% of Title I schools in the state.

District	School	Grades Served	School Enrollment	Percent Socio-economically Disadvantaged	Percent English Learners	Year(s) in School2Home
	Frank D. Parent	K-8*	520	77.3%	4.6%	1
	Woodworth-Monroe K-8 Academy	K-8*	693	87.6%	34.6%	1
Long Beach Unified School District	Robinson K-8 Academy	K-8*	894	83.9%	21.4%	2
	Stephens Middle School	6, 7, 8	772	87.8%	18.5%	3
Los Angeles County Office of Education	LA Promise Charter Middle School #1	6, 7, 8	220	88.5%	32.7%	4
Los Angeles Unified School District	Edwin Markham Middle School	6, 7, 8	698	98.4%	25.9%	5
	James Madison Middle School	6, 7, 8	1650	90.5%	20.7%	8
	John Muir Middle School	6, 7, 8	727	97.0%	21.5%	8
	John A. Sutter Middle	6, 7, 8	855	93.5%	28.8%	3
	Mary McLeod Bethune Middle School	7, 8	976	98.6%	23.7%	2
	Maywood Center for Enriched Studies	6 - 12*	1355	93.7%	5.2%	4
	Monsenor Oscar Romero Charter Middle School	6, 7, 8	356	95.8%	29.2%	4
	Orchard Academies 2C	6, 7, 8	338	97.3%	22.2%	4
	Robert Louis Stevenson College and Career Preparatory	6, 7, 8	1100	94.1%	15.0%	11
	Samuel Gompers Middle School	6, 7, 8	452	100.0%	24.6%	3
	San Fernando Institute of Applied Media	6, 7, 8	418	88.3%	14.8%	8
	San Fernando Middle School	6, 7, 8	630	97.8%	22.2%	5
	Thomas A. Edison Middle School	6, 7, 8	1177	97.7%	21.7%	3
Riverside Unified School District	Central Middle School	7, 8	700	80.6%	16.4%	11
	Chemawa Middle School	7, 8	964	88.4%	21.6%	9
	University Heights Middle School	7, 8	870	95.7%	22.6%	9

District	School	Grades Served	School Enrollment	Percent Socio-economically Disadvantaged	Percent English Learners	Year(s) in School2Home
San Bernardino City Unified School District	Arrowview Middle School	6, 7, 8	1095	96.4%	27.5%	5
	Curtis Middle School	7, 8	929	96.8%	23.7%	5
	Del Vallejo Middle School	6, 7, 8	681	96.0%	15.9%	5
	Golden Valley Middle School	6, 7, 8	869	94.9%	12.0%	5
	Serrano Middle School	7, 8	849	92.1%	12.1%	5

** School2Home serves only grades 6, 7, and 8.*

Study Findings

The findings in this Report are organized around the 5 research questions referenced above. Each research question is presented with data sources, methods of analysis, findings and associated evidence. A set of recommendations is offered at the end of the Report.

1: School2Home Implementation Fidelity

Research Question: School2Home Implementation Fidelity
To what extent are the participating schools implementing the 10 School2Home Core Components with support of CETF and how did this implementation help each school implement distance learning resulting from the COVID-19 school closures?

This research question is part of the continuous improvement process, adaption, and intentional change. It focuses on implementation progress, which includes benchmarks of Work Plan implementation, level of participation, quality of delivery, and factors that facilitate or impede success. The School2Home 10 Core Components provide the framework for this analysis, which considers the variety of ways the Partner Schools provide services to their students, whether online, at school, or a combination of both. School2Home made several adjustments to its implementation processes based on prior evaluations and the need to work virtually. For example, School2Home offered shorter parent workshops and teacher professional learning sessions online rather than in person. The State Leadership Academy and the Regional Learning Collaborative Meetings were presented through webinars. In addition, given the importance of home technology access, School2Home offered its workshops and technical support to all students and families rather than target a cohort or grade level, as had been done previously.

Data Sources and Methods

- School2Home Implementation Reports
- Surveys of Teacher, Students, and Parents
- Interviews with School Leadership Teams
- Principal Reflection Surveys

Implementation Progress Scores

One source of information for this research question is the Implementation Scoring that the Program Managers conduct when their memory is still fresh at the end of the year. Each Program Manager reviews the Work Plans and other management documents at their respective assigned schools and scores their implementation progress using standard rubrics and a scoring system. The common scoring rubrics can be found in Appendix A. The rubrics focus on the activities or inputs in the Logic Model.

In reviewing the Implementation Rubrics for the 10 Core Components, it is essential to underscore the capacity-building focus of School2Home. School2Home provides each school with implementation tools, templates, and guidance, however, School Leadership Teams are expected to use this guidance as a flexible framework, not a strict rulebook. Program Managers encourage Partner Schools to integrate School2Home into their fabric in a cohesive manner consistent with their Single Plan for School Improvement and other school priorities. Ultimately, the ability of school leaders to develop and manage a comprehensive approach to technology integration is a crucial outcome that will be discussed in Research Questions 2, 3, and 4.

A final note in reviewing these scores is necessary: the scores are based on agreements and goals set at the beginning of the year. Because distance learning required deeper levels of technology integration, Partner Schools and School2Home set more aggressive benchmarks. For example, rather than working with a cohort or one grade level, the School Leadership Teams extended their effort to reach as many students and families as possible. Thus, these scores are not necessarily comparable to the prior year.

Program Managers scored implementation progress on each of the 10 Core Components using the following scoring system of 0 to 3, with some Program Managers using a mid-point, i.e., 1.5 or 2.5. Thus, the highest possible total score a school could achieve would be 30, indicating that all aspects of the School2Home Leadership Team Work Plan were completed and ongoing.

0 = The School Leadership Team did not get started.
1 = The School Leadership Team made little to no progress (Met 1 or 2 metrics in the rubric).
2 = The School Leadership Team made substantial progress (Met most of the metrics in the rubric).
3 = The School Leadership Team made outstanding progress (Met all of the goals in the Work Plan, and continued to engage on tasks that were ongoing, such as tech support).

The key findings and associated evidence that answer this research question are presented next.

Finding 1.1 Progress in Implementing the 10 Core Components of School2Home

Despite the complexities of the 2020-2021 school year, all Partner Schools made progress during this challenging year, with some making outstanding progress.

The scores for the individual Partner Schools were provided to the Partner Schools as part of the planning process for the 2021-2022 school year. Table 2 below shows the combined total score and the combined average score for the 22 Partner Schools for which School2Home provides direct management support. The combined total score was 494 out of a possible 660, and the average score for all 22 Partner Schools was 22.4 out of a total possible score of 30.

Table 2: Summary of Partner School Implementation Progress by Component

10 Core Components (Scale of 0 - 3)	Total Combined Score	Average Score for All Partner Schools
1. School Leadership, Assessment, and Planning	49.5	2.3
2. Technology Bundles for Students and Teachers	55.5	2.5
3. Teacher Professional Learning	52.0	2.4
4. Coaching and Mentoring	38.5	1.8
5. Parent Engagement and Education	44.5	2.0
6. Affordable Home Internet Access	49.5	2.3
7. Student Technology Expert Development	39.0	1.8
8. Online Resources	54.5	2.5
9. Learning Academies	59.0	2.7
10. Evaluation	**51.5**	2.3
Total	**493.5**	22.4

Note: These numbers do not include the 5 Partner Schools from the San Bernardino City Unified School District (SBCUSD). School2Home at SBCUSD schools is managed by district staff, using materials and resources from School2Home. The principals at these schools self-evaluated their implementation progress using the same rubrics as the Program Managers. The average total score for these 5 schools based on the principal scoring on the first 9 Core Components was 21.3. Scores for Parent Engagement were low at all schools, with a combined average score of 1.4.

Finding 1.2 Gains Made on Previously Difficult Core Components

Partner Schools made significant gains in implementing Core Components that have previously been difficult to implement, paving the way for continued success as schools return to in-person learning.

Of particular note are the scores for the first 5 Core Components in the table, which School2Home considers foundational to success. For example, Program Managers gave high scores to School Leadership, Technology Bundles, and Teacher Professional Learning. This is notable because:

- Implementation success is highly correlated to the development of lasting School Leadership Teams. Even the loss of one member, such as the Parent Engagement and Education Lead, can inhibit progress.
- Technology Bundles for all students have, in the past, been an enormous challenge for School2Home implementation due to tight budgets and fears of letting devices leave the school. This shortage of devices has, in the past, placed severe limitations on the full implementation of School2Home. During the 2020-2021 school year, greater attention was placed on minimizing damage to devices and overall device management.
- Teacher Professional Learning on technology integration is always crucial and was made even more so during the pandemic.

Finding 1.3 Implementing Coaching and Student Tech Experts Was Challenging
Partner Schools had difficulties meeting the rubrics for Coaching and establishing a Student Tech Expert elective or "after-school" class.

A shortage of teachers and the extra demands placed on them made it difficult to establish a coaching program during 2020-2021. Partner Schools participating in the Verizon Innovation Program and those that were "Practitioner Schools" made the most progress, as coaching is a part of those technology integration interventions.[4] This demonstrates the benefit of weaving funding streams and programs together when mutually reinforcing. However, most Partner Schools relied on their Teacher Professional Learning Leads to offer coaching support in addition to the Professional Learning Modules.

Although the Partner Schools, on average, had a difficult time implementing the Student Tech Expert Core Component, 6 schools made "outstanding" progress. These 6 schools had well-established programs and dedicated Leads who were able to shift to a virtual environment.

Finding 1.4 Parent Engagement and Education Implementation Remains Challenging
Partner Schools made impressive strides in engaging parents and caregivers in small-group online sessions to learn more about the technology students were using and ways they could leverage digital platforms to help their children learn.

Engaging parents as learning partners has always been a paramount goal of School2Home. The vital role of parents was made more concrete, evident, and crucial as schools worked to sustain distance learning through most of the 2020-2021 school year. Before the pandemic, Partner Schools targeted parents whose children were entering their first year of middle school. However, Partner Schools extended their goals to help all parents (or as many as they could) understand and use the technology platforms in their schools, especially the Learning Management System and Parent Portal. Given this "stretch" goal, their progress is notable. However, providing workshops to parents on new technology topics and establishing a welcoming collaborative environment for parents remains a challenge under any circumstance.

Implementation Perspectives from School Leadership Team and Principals
Evaluators also discussed implementation with the School Leadership Teams during their interviews, and the principal reflection survey included questions on implementation progress. Evaluators asked both groups for suggestions for improving School2Home.

Finding 1.5 Partner Schools Said School2Home Helped Them Transition to Distance Learning
School Leadership Teams noted that they had to transition to distance learning quickly, learn through trial and error, and provide their students and families with everything they needed to learn from home. School Leadership Teams attributed their relative ease in managing the 2020-2021 transition to their prior work with School2Home.

School Leadership Teams noted that their major challenge was ensuring all Core Components were implemented as planned and that students remained engaged in learning. Principals noted the vital role that School2Home played in helping their school develop and implement the School2Home 10 Core Components.

[4] The Verizon Innovation Program is a national Digital Inclusion program that helps middle and high schools provide students with technology tools and teachers with professional learning to help close the Digital Divide. The Practitioner Schools is a program at L.A. Unified that helps participating schools promote collaboration and learner agency while challenging teachers to continuously reflect on their instructional practices.

The consensus view of the School Leadership Teams was that Partner Schools appreciated the School2Home resources for parent engagement and education, the guidelines for teachers to facilitate the parent workshops, the color-coded timelines, and generally, the "efficiency and usefulness of the parent workshop materials."

Finding 1.6 Partner Schools Integrated School2Home with Other Plans and Initiatives
Almost all of the schools (24 of 27) said they customized their Work Plans to meet their needs and to integrate School2Home with other technology initiatives, which is a critical objective of School2Home.

For example, 6 Partner Schools were in the Verizon Innovative Learning Schools (VILS) program, 2 were the New Tech program, 1 was with Project Lead the Way, and 3 were Practitioner School in the Los Angeles Unified School District (LAUSD). All of these programs have a technology focus. These schools merged the management of all their tech programs for efficiency, alignment and impact.

Finding 1.7 Teacher Professional Learning Needs were Different Due to Distance Learning
Teacher needs were more logistical and technical than pedagogical during the 2020-2021 school year. Most of the teams (19) customized the Learning Modules to meet their needs, as intended by School2Home.

School2Home Program Managers help guide Partner Schools to develop practical Modules that build on the core concepts presented in the foundational Modules provided by School2Home. This practice enables the Professional Learning Leads to integrate School2Home Modules with other initiatives, which was crucial in 2020-2021 as all Partner Schools worked to leverage the benefits of their Learning Management Systems.

Nine (9) teachers suggested that the Learning Modules be less theoretical and include a balance of applications and refreshed materials. Others suggested that the Learning Modules be tiered to help with differentiation and reduce repetition from prior years -- ideas addressed during planning for the 2021-2022 school year.

Finding 1.8 Parent Workshops Were Provided in a Variety of Ways
While some School Leadership Teams reported good attendance at the initial training sessions, most Partner Schools found that participation at the synchronous workshops was limited, and other methods were employed to reach parents.

The Partner Schools adapted to these challenges by offering asynchronous models, posting videos, and incorporating follow-up surveys to reach all parents. At least 3 Partner Schools resorted to providing the Parent Workshops in one-on-one sessions in-person at their schools. The Learning Management System and Parent Portals were crucial topics presented at each of the Partner Schools.

Finding 1.9 Sustaining School2Home in the Future
A majority of the Principals (24 of 27) said they would continue to have a team meet regularly to support digital learning using lessons learned from School2Home once they are no longer actively participating in School2Home.

This is a significant finding, as sustainability is a crucial desired outcome of School2Home. The principals said they were ready to maintain or establish teams to develop and execute plans to provide technology, professional learning, and affordable home Internet access support. Additionally, the principals were comfortable implementing workshops and activities for parents, although family engagement remains a priority for which they appreciate additional support and resources.

Finding 1.10 Principals Offer Suggestions for Program Improvement
Principals said School2Home was most beneficial in helping families gain access to and supporting home technology. They would like more help with overall parent engagement in learning at home and school.

Principals offered comments on how helpful School2Home was in developing and implementing a plan for each Core Component. They said School2Home was most beneficial in helping families gain access to the Internet, deploying devices to students, and providing a practical plan to provide timely technical support to families. Areas for improvement include: increasing the overall engagement of parents in learning activities, whether in the classroom or at home.

2: School2Home Integration into Classrooms and School Culture

Research Question: School2Home Integration into Classrooms and School Culture
To what extent have participating schools integrated instructional technology into the fabric of the school to actively engage students with technology, involve parents as learning partners and shift the school culture to one of high expectations and data-driven continuous improvement?

This research question addresses the short-and medium-term outcomes (from the Logic Model) expected with School2Home implementation. These include a technology-rich environment at school and closing the learning gap at home, use of technology in the classroom at increasingly higher learning levels, student engagement, and a school culture that welcomes parents and embraces digital learning. Through surveys, interviews, and Principal Reflections, the evaluation considers how students, parents, and teachers worked together to learn from home and through modified in-person learning. It documents the challenges they faced, and the progress they made.

Data Sources
- Interviews with School Leadership Teams
- Surveys of Teachers, Students, and Parents
- Principal Reflection Surveys

Each data source was mined for information related to Research Question 2. The data from the interviews and open-ended survey questions were coded to summarize trends. Once statistics were run on the quantitative survey data, findings and trends were identified.

The key findings and associated evidence that answer this research question are presented below.

Finding 2.1 Integration of Digital Learning into the Fabric of Schools
The 2020-2021 school year established digital learning as foundational to effective teaching and learning in Partner Schools. Partner Schools have adopted new policies and practices and established new norms related to digital learning.

Despite the challenges in 2020-2021, most School Leadership Teams reported relative success with remote learning. They described the hard work of teachers, who diligently investigated new digital tools to ensure students were making gains while learning from home. Nearly 76% of the teachers surveyed said the Substitution-Augmentation-Modification-Redefinition (SAMR) framework helped them in the design of lessons and units, and 63.4% of teachers said the same of the Technological Pedagogical Content Knowledge (TPACK) framework. Nearly all (94.8%) teacher respondents said the State Content Standards were helpful as they designed lessons and units. These strategies are topics introduced to teachers as part of the School2Home Professional Learning series. On a scale of 1 – 5 (with 5 high), nearly 75% of the teachers rated the effectiveness of their integration of technology into the curriculum at a 4 or 5.

In end-of-year interviews, the School Leadership Teams reported that the 2020-2021 disruption caused them to reflect, investigate, and change. They noted that a significant shift in practice was the greater reliance on the district Learning Management Systems (LMS). The LMS is now the central organizational platform where teachers post assignments and resources for lessons. And it is where students interact with classmates and teachers, learners collaborate on assignments and projects, and parents log on to monitor their children's progress. Of the 516 teachers in Partner Schools that completed surveys, 75.9% rated their school's technology/digital learning culture as a 4 or 5 (of 5).

In a principal reflection survey, 92.3% of the 27 principals said that their implementation of School2Home in 2020-2021 aligned well with and supported other school initiatives. Moreover, a large majority of those principals said they were confident or very confident in the continuation of School2Home after their School2Home participation concluded, including the provision of:

- Teacher Professional Learning on technology integration in the classroom (88.5%).
- Coaching support to help teachers integrate technology in their lesson planning (84.6%).
- A plan that includes a device for every student to use at home and school (84.6%).
- Workshops and activities for all parents (80.8%).
- A plan to ensure home Internet access for every student's family (61.5%).

These statistics suggest that Partner Schools have made significant progress in weaving digital learning into the fabric of their teaching and learning programs. These are noteworthy findings, as a crucial desired medium and long-term outcome of School2Home is to build the ongoing technology capacity of its partner schools.

Finding 2.2 Engagement of Students in Learning
While most teachers surveyed (55.4%) reported that most of their students were engaged during distance learning, the remaining 44.6% disagreed. As a result, Partner Schools adopted various instructional approaches to increase online student engagement.

Engaging students in synchronous learning sessions was a significant challenge identified by 11 School Leadership Teams. Teachers quickly learned that students would disengage without active learning throughout the online sessions. Survey results from teachers found that only 17.6% of the teachers saying that 75% of students were engaged. These results were generally confirmed by student surveys. When asked about their interest in school on a 1- 5 scale, less than half (46%) of the 4,628 student respondents rated their interest at 4 or 5.

School Leadership Teams noted that teachers addressed student interest and engagement through student-centered, active, personalized learning. They focused on student needs and interests, e.g., such as individualizing math skill-building through IXL, research projects selected by students, discussions focused on student-selected topics, and choice boards. Survey results from teachers suggest that the most frequent strategies used to engage students in learning were:

- Real-world problem solving (81.4% of teachers surveyed).
- Collaborative projects and assignments (49.8% of teachers surveyed).
- Student choice in how to demonstrate learning (56.6%).

Note: Students surveyed reported that their favorite ways to demonstrate their learning included: quizzes, group and solo projects, and a journal, notebook, or digital portfolio.

Teachers learned to facilitate the active participation of students through techniques such as Waterfall entries in the Zoom chats, idea sharing through Padlet, development and peer critiques of Flipgrid videos, collaborative writing in Google Docs, and student-led discussions in Zoom or Google Hangout breakout rooms. This extended to assignments where students would make videos in Flipgrid, slides in Google Classroom, etc., to demonstrate their conceptual understandings.

Teachers reported on the top digital apps used at least weekly to facilitate student or family communication, collaboration, or learning using apps:

- Google Suite (89.2% of teacher respondents).
- Kahoot (61.0% of teacher respondents).
- Nearpod or Pear Deck (54.3% of teacher respondents).
- The school learning platform (43.2% of teacher respondents).
- Jamboard (39.1% of teacher respondents).

Key strategies identified by School Leadership Teams used to improve student engagement across. Data from student surveys show that large percentages of student respondents participated in distance learning synchronous sessions (75%) with breakout rooms (69.1%). Students also reported learning through online apps, watching online videos (42.2%) and recorded sessions from their teachers (29.6%). Overall, students reported increased use of a variety of synchronous and asynchronous digital resources in their learning.

Students were asked for recommendations to improve digital learning. The most frequent responses to this open-ended question (from a random sampling of the 4,629 students) were:

- Slow the pace and increase clarity in instruction.
- Improve teacher communications and listening.
- Increase teachers' empathy, patience, and effort to relate to students' perspectives.

Finding 2.3 Parents as Learning Partners
High percentages of teacher survey respondents reported weekly communications with parents about student learning and the majority said they had involved parents in student assignments.

The school-home connection increased in importance in 2020-2021 due to distance learning. Teachers said they used a variety of strategies and digital apps for interactions with parents and families. Teachers reported weekly communications with parents through office hours (80.1%), phone calls (67.1%), and texting (57.3%). The top digital apps used at least weekly by teacher survey respondents to facilitate student or family communication, collaboration, or learning included ClassDojo (18.4%), Remind (14.7%), and Instagram (7.5%).

Of the teachers surveyed, 15.9% said they involved parents in student assignments daily or weekly, with 41.3% responding "not often," and 33.7% saying they "never" did so. Eight (8) of the 27 School Leadership Teams provided examples of how classroom teachers involved parents in their child's learning. Several of those examples are listed below:

- In a history class, the students produced booklets on each California proposition on the ballot before elections. Students then used their products to explain the proposition to their parents.
- A teacher-facilitated student-led parent-teacher conferences virtually, where students presented visual slides and samples of their work to demonstrate their progress. Parents, in turn, reflected on their child's information and wrote a response to the student for inclusion in their digital portfolio.
- In P.E., students would produce workout videos with extra credit if parents participated.

Finding 2.4 Culture of Data-Informed, Continuous Improvement
A majority of the teacher survey respondents (60.0%) reported using data to inform their instruction and lesson design, and 71.0% said students tracked academic progress using data.

Most School Leadership Teams (14 of 27) discussed the increase in their teachers' guidance of student learning through feedback loops. Arrowview Middle School shared that, "A breakthrough this year was in the teachers' realization that they could, in real-time, observe students working, check for understanding, and provide real-time, impactful feedback to guide students in their learning."

Teacher surveys confirm using data to drive changes in teaching and learning. For example, when asked how frequently their review of data led to adjustments to their instructional strategies, 17.6% of the 516 teachers said daily, and 42.4% replied weekly. Teachers also reported asking students to review and use data in their decision-making. Of the teachers surveyed, 71.0% said that students use data to monitor their progress at least weekly.

Finding 2.5 Digital Citizenship
All Partner Schools focused on building good digital citizenship among students.

More than two-thirds of teachers surveyed indicated they addressed critical elements of digital citizenship. Issues addressed include digital footprints and identity, cyberbullying, digital drama, hate speech, news and media literacy (e.g., fair use, copyright, etc.), and digital balance managing screen time. Also, students confirmed that teachers were a significant source of information on digital citizenship for them.

Varying percentages of teachers reported that they or their students had encountered some cyber issues:

- Cyberbullying (49.4%).
- Online sexual harassment (15.3%).
- Digital hate speech (27.3%).
- Copyright abuse (25.8%).
- Privacy issues (26.4%).

3: School2Home Effect on Digital Adoption and Inclusion

Research Question: School2Home Effect on Digital Adoption and Inclusion
To what extent have parents increased their use of broadband technology at home to support the education of their children, modeled good digital citizenship, and improved the lives of their family members?

One of the features that distinguishes School2Home from other technology integration programs is the strong emphasis on engaging parents as learning partners. This research question addresses the short-term and medium-term outcomes (as depicted in the Logic Model) related to digital adoption of home broadband adoption and Internet use in the home, which enables inclusion of otherwise difficult-to-reach parents.

Data Sources

- Interviews with School Leadership Teams
- Surveys of Teachers, Students, and Parents

In brief, the Interview data were coded to summarize findings across all 27 Partner Schools. The evaluators then selected the questions related to broadband adoption and home use of technology for the purposes outlined in the research question.

Findings
The key findings and associated evidence that answer this research question are presented below.

Finding 3.1 Parental Access to Broadband
Nearly 90% of parents reported that their families access the Internet from home via a subscription to an Internet Service Provider. However only 65% of students said their home Internet access met their distance learning needs all the time.

Of the 1,548 parent survey respondents, 88.6% (1,372) reported having Internet access at home through an Internet Service Provider (ISP). An additional 2.5% said they relied solely on their phones for Internet access, 1.3% reported no Internet access, and 7.6% said they used the hotspot provided to their child by the school.

Of the students surveyed about home access, 65.0% said it met their distance learning needs "all the time." An additional 23.5% reported that it met their needs "some of the time, but it freezes some days," 8.3% said "most of the time, but the data plan runs out some months," 2.1% said it freezes "every day," and 1.1% said they had no access.

Over a third of the students (35.2%) said they used a school-provided hotspot provided and didn't need to share it, while an additional 5.4% said they used and shared their school-provisioned hotspot with others at home.

Parents used a variety of devices at home. According to the parent survey respondents:

- 9.5% reported they used a family device.
- 31.7% utilized the device their child received from the school.
- 38.8% had their device.
- 15.4% said the only device available to them for accessing the Internet was their smartphone.

Finding 3.2 Parental Use of Technology to Support the Education of Their Children
Parents nearly universally said they were confident in accessing online school resources and their school's parent portal. Just under half of the parents surveyed said they used the portal at least weekly, and nearly 90% said they were confident in keeping their children engaged in learning and managing their children's schedules for remote learning.

The majority of the 1,548 parent survey respondents (57.2%) reported reviewing online homework assignments with their children at least weekly. Approximately 90% said they were confident or very confident in their ability to manage a schedule for their children to follow when learning at home and keeping their children engaged in school. Over 45% of these parents said they used the parent portal at least weekly to check on their children's activities (e.g., grades, assignments, etc.). In addition, of these parent respondents, 85.1% said they were confident or very confident in logging into the school learning management system (LMS), and 47.4% said they received information from the school on how to help their child learn. Over 65% of parents were satisfied or very satisfied with the number of communications received from their children's schools. The 3 most common purposes for such school-home communications were discussions on their children's learning, a problem their children were having, or reports on their children's academic progress.

Interviews with School Leadership Teams also stated that home-school communication had increased. They discussed the high percentages of parents with accounts on their LMS, including access to the parent portal. In addition, several of the School Leadership Teams reflected on how parents used the technology to advance their child's learning. For example, a teacher shared how seamless it was for a student's parent to schedule a conference session during her lunch hour at her job, logging into Zoom from her desk, without taking time off from work and fighting traffic. Others mentioned similar advantages in virtual meetings with parents of children with special needs on Individualized Education Plans (IEPs).

In an open-ended survey question, parents offered comments to the school on how to improve learning for their child in the upcoming year. The top 3 recommendations were to:

- Improve communication online or by phone.
- Return to in-person learning.
- Offer more tutoring/help for students.

Finding 3.3 Models and Promotion of Good Digital Citizenship
Most parents reported frequent interactions with their children on Internet safety grounded in relatively high confidence in their ability to conduct and model safe Internet searches themselves.

High percentages of parents responding to surveys (80.9%) said they felt confident or very confident in their ability to conduct and model safe Internet services to avoid spam and identify theft. In addition, parent respondents, 49.8%, said they discussed Internet safety issues (e.g., cyberbullying, privacy, etc.) with their children at least weekly.

Correspondingly, 54.3% of the students surveyed named their parents as someone who talked with them about Internet safety. Survey results also indicated that 59.5% of students said they knew how to connect with someone at their school on cyberbullying and harassment and 71.7% of student survey respondents said teachers talked with them about Internet safety.

Finding 3.4 The Role of the Internet for Family Members
Parents of students in Partner Schools reported high levels of confidence in accessing family resources online, yet did not report high levels of such use, with the exception of school information.

A large majority of the parents surveyed (84.5%) said they were confident or very confident in their capacity to search effectively for family resources on the internet (e.g., jobs, health guidance, etc.). When asked if they used the Internet to locate information, 24.4% said health services, 51.9% indicated school information, 12.7% said counseling, 4.5% said daycare, and 39.1% said "none of the topics listed."

Students were asked if they knew how to connect with someone at their school for help with family issues. Of the 4,628 students surveyed, 58.3% knew how to ask for counseling on topics such as loneliness and depression, 43.6% knew where to seek information on finding a place to live, and 51.5% knew how to locate sources to address hunger or food shortages.

4: School2Home Impact on Student Outcomes

Research Question: School2Home Impact on Student Outcomes
To what extent have students in Partner Schools achieved higher outcomes in English language arts and math when compared to student results in an In-District Match School and a State Comparison Cohort?

**No CAASSP data was collected in Spring 2020, thus, all source data is perception data (interviews and surveys) from the Partner Schools.*

Implementation of School2Home is expected to impact student outcomes at the school level. Therefore, this section would typically provide trends and comparisons in academic achievement, reclassification of English learners, and suspension rates. However, due to the pandemic, the state-administered no academic tests. Thus, this section focuses on teacher, student, and parent perceptions of the academic gains or losses in the 2019-2020 school year.

Data Sources
- Interviews of School Leadership Teams
- Surveys of Teachers, Students, and Parents

Findings
The key findings and associated evidence that answer this research question are presented below.

Finding 4.1 Summative Assessments
While the state did not require end-of-year state testing, all Partner Schools shared that they administered summative assessments in math and English language arts.

Summative assessments were discussed in interviews with the School Leadership Teams. Of the 27 Partner Schools, 18 reported that they administered STAR tests in English language arts and math, 5 used the Smarter Balanced Assessment Consortium (SBAC) rubrics in their assessment of writing samples, and 3 reported using the Interim SBAC assessments (IABs). In addition, 2 Partner Schools said they tracked pass rates, 1 used the Northwest Education Assessments (NWEA), and 1 described how students accumulated evidence of their progress in a digital portfolio.

Finding 4.2 Classroom Checks for Understanding
All Partner Schools reported that throughout 2020-2021, teachers checked for understanding and assessed their students' progress formatively, using that data to inform instruction.

Of the 27 Partner School Leadership Teams interviewed, 14 discussed how teachers used technology to observe student work in real-time and provide feedback as guidance to students. The digital apps used in this process enabled teachers to see each student's screen in real-time included Demos, Pear Deck, Google Classroom, Nearpod, ClassScape, Zoom breakouts, and Whiteboard.fi. The Partner Schools said that using digital apps to interact privately with students about their work increased meaningful interactions. Additionally, 8 of the 27 Partner Schools reported using digital apps with diagnostic testing to individualize students' work, enabling them to target key areas of need. Those programs allowed students to check their understanding through continuous feedback loops. Examples included Achieve 3000, ST Math, StudySync, and IXL. Finally, teachers reported checking whole class understandings through digital interactions using Waterfall Chat entries, Kahoot, Quizlet, Padlet, and Edpuzzle, etc.

Finding 4.3 New **Models of Assessment**
The majority of Partner Schools said they initiated new models of assessment, where students used digital tools to demonstrate their learning in academics and 21st Century learning.

Teachers in Partner Schools reported that they empowered students to demonstrate their learning in various digital formats. Nearly 60% of Partner Schools said their students had access to a collection of digital tools to show what they have learned. This change has engaged students in the learning process, advanced students' digital literacy, and provided teachers with evidence of student progress. The School Leadership Teams said that students were taking more prominent roles in showcasing and discussing their learning. One (1) Partner School reported that students used digital portfolios and student-led parent-teacher conferences to reflect on and discuss their progress. Furthermore, 13 of the 27 Partner Schools provided evidence of critical thinking, 11 of student collaboration, 9 of creativity, and 6 of digital literacy. Examples included Genius projects, problem-based learning, 3-D printing, student research projects, real-world problem solving. In special education classes, teachers reported student use of digital apps to demonstrate what they learned (e.g., speech-to-text by visually-impaired students).

Finding 4.4 Perceptions of Learning Gains/Losses
While the majority of students surveyed from the Partner Schools said they learned more or about the same from home, a significant percentage (44.0%) said they learned less.

School Leadership Teams in 9 schools explicitly reported that students attending synchronous sessions and completing assignments showed evidence of learning gains, as measured by one or more of the methods described above. Student perceptions on the effect of distance learning were mixed. Of the 4,628 students surveyed, 15.9% reported learning more from home, 40.1% said they learned about the same, and 44.0% said they learned less. Of the students surveyed, 80.0% said they had somewhat or substantially increased their technology skills.

Finding 4.5 Reclassification of English Language Learners
Several School Leadership Teams reported that the assessment of English learners in home settings was challenging. In Partner Schools, the percentage of English learners reclassified during the 2020-2021 school year was higher than the statewide average.

The average percentage of English learners reclassified in 2020-2021 across Partner Schools (10.6% per school) was slightly higher than the school average statewide (9.4%). In 2020-2021, the number of English learners reclassified in Partner Schools ranged from 0 to 54, with an average of 20 students per school compared to the state average of 10 per school. When considered as a group, the Partner School rate of reclassification was nearly 3 percentile points higher than the statewide average, as indicated in the table below.

Table 3: Reclassification of English Language Learners

Entity	Enrollment	Fluent-English-Proficient Students		English Learners Reclassified (average per school)		Total Students Redesignated Fluent English Proficient (FEP)	
		Count	Percent	Count	Percent	Count	Percent
Partner Schools	21,963	4,553	20.7%	20 per school	10.6% per school	591	11.5%
State	6,002,523	1,062,290	17.7%	10 per school	9.4% per school	98,741	8.6%

5: School2Home Influence on Changes in Policy and Practice

Research Question: School2Home Influence on Changes in Policy and Practice
To what extent has there been a change in school and district policy and practice to close the Achievement Gap and the Digital Divide?

Two (2) critical sustainability goals of School2Home are to increase the number of participating Partner Schools and districts across California and ensure current Partner Schools sustain the implementation of the 10 Core Components after they become alumni of School2Home. CETF and School2Home work with federal, state, school district leaders, other interest groups, and the private sector to achieve these

outcomes. Advocacy efforts are directed towards lowering the cost and availability of digital devices, home Internet offers, digital literacy for low-income families, and increased resources for Title 1 schools to enhance their capacity to serve students and their families at school and home.

As noted throughout the prior sections of this Report, Partners Schools and districts made dramatic shifts in their policies and practices concerning technology integration into teaching, learning, and parent engagement. For example, schools attempted to provide Internet-connected devices for all students at home; teachers embraced online learning and began collaborating with their peers and communicating with students and families through Learning Management Systems and digital chats. To review student learning, teachers had to interpret data as observed through apps, gathered by software programs, or in digital artifacts. And, student instruction was mediated through screens or took place through interactive apps and just-in-time videos, fundamentally altering the ways teachers could assess students' reactions and progress. The 10 Core Components of School2Home continued to help Partner Schools implement a comprehensive approach to manage the multitude of required changes. Fortunately, leaders at all levels of government and from all sectors provided financial and technical support to facilitate these changes.

Indeed, the COVID-19 pandemic provided a catalyst to accelerate progress towards closing the Digital Divide in a manner that also helps reduce associated equity gaps. As a result, Policymakers at all level prioritized closing the Digital Divide for all Americans. Additionally, Internet Service Providers (ISPs) expanded their affordable broadband options for eligible families, and other businesses worked with non-profit partners to help boost digital adoption efforts. Finally, both the federal and state governments offered significant funding programs to provide additional support to Title 1 schools to meet the multitude of challenges they and their families faced. As a result, many of the policy objectives CETF and School2Home have championed began to be addressed.

This section will ***briefly*** highlight policy changes that helped and will continue to help Partner Schools close the Digital Divide and Achievement Gap both on an emergency and extended basis. The ability of Title 1 schools to maintain and build on the technology-based changes they embraced will depend on their continued leadership, commitment to change, and the ongoing provision of resources to address the long-standing funding inequities.

Data Sources

- Federal Policy Legislation and Programs
- State Legislation and Program
- Local Control and Accountability Plans (LCAPs)
- District Federal Spending Plans (ESSR Plans)
- Principal Reflections

Findings

5.1 Federal Government Addresses Digital Equity for Schools, Families, and Individuals
The federal government authorized new emergency programs to help Title 1 schools and low-income families obtain digital devices and broadband. And with the passage of the Infrastructure and Investment Act in November 2021 as this Report was about to be released, the federal government greatly expanded efforts to increase the availability and affordability of broadband, potentially paving the way to close the Digital Divide and related opportunity gaps.

Highlights of the new programs include:

- **Emergency Connectivity Fund (ECF):** Congress took a significant step when it passed the ECF in the spring of 2021, appropriating over $7 billion for schools and libraries to connect learners to broadband off-campus. Many view this program as an expansion of the E-Rate program, which existed since 1996, but did not allow home access. The ECF enables schools and libraries to apply for funding for programs that include devices and Internet connectivity for their students and patrons.
- **Emergency Broadband Benefit (EBB):** The Consolidated Appropriations Act of 2021 established a $3.2 billion EBB to ensure all households could afford a home broadband connection. The EBB provides substantial discounts on the monthly cost of broadband and a stipend for digital devices to eligible low-income families, representing a dramatic shift in policy to address the "affordability gap" that contributes to the Digital Divide. School2Home has been working to ensure that Partner Schools understand the EBB and promote it with families, an undertaking that requires deep knowledge of the barriers that these families face. As noted below, the EBB was enhanced and made permanent in the Infrastructure and Investment Act. Other problems with the EBB were also addressed.
- **The Infrastructure and Investment Act**: The bipartisan infrastructure bill, enacted in November 2021, provides $65 billion to address the Digital Divide. This Act contains features to increase the availability of broadband in unserved and underserved areas. It also includes programs to increase broadband adoption by families and individuals for whom broadband remained unaffordable. Highlights include:
  - ***Broadband Deployment:*** Included in the Act is a $42 billion fund for programs that will prioritize the expansion of broadband infrastructure in areas where it does not exist. Provided to each state, these funds may be used not only for broadband deployment but also for connecting community anchor institutions, such as schools and libraries, and other uses. States can also include funding for Wi-Fi in community housing projects and community-owned and operated networks to meet the needs of underserved neighborhoods.
  - ***Broadband Adoption:*** The EBB program for eligible individuals and families was made permanent and renamed the Affordable Connectivity Program. Eligible consumers will have the opportunity to apply a $30/month credit to *any* broadband plan that providers offer to the public rather than the plan the provider selected for the EBB. The program also includes new consumer protection measures to address problems that occurred with EBB. For example, among other things, these protections ensure that providers do not engage in upselling or down selling their services or restrict the ability of consumers to switch providers. Notably, the affordable plans must meet new broadband standards. However, sustained communications and technical assistance programs will be necessary to ensure eligible families enroll with the provider of their choice.
  - ***Digital Inclusion***: The Act also provides funding for programs to address digital literacy training to ensure "individuals and communities have the information technology capacity that is needed for full participation in the society and economy of the United States."

Finding 5.2 Federal Government Addressed Educational Inequities that are Barriers to Closing the Achievement Gap

Since the onset of the COVID-19 pandemic and distance learning, the federal government has provided several funding rounds to the California Department of Education (CDE). In total, $24 billion was allocated to California to address the impact of the pandemic on K-12 schools, especially Title 1 schools.

Key features include:

- Almost $22 billion of the federal budget that CDE received went to school districts, charter schools, or County Offices of Education to address school-reopening costs and accelerate learning. The programs included funding for foundational components of School2Home as eligible expenses, including technology access, professional teacher learning, family engagement, and other initiatives to help address the Achievement Gap and the Digital Divide.
- The federal funds, on average, represent about $4,300 per student in California. Some districts were estimated to receive up to $11,144 per student/per year to be spent by 2024.
- The funding is directed toward Title 1 schools; high-income districts without Title 1 schools were not eligible for these funds.
- Districts and County Offices of Education (CEOs) have been required to submit numerous plans to the State Department of Education to align with objectives and accountability.
- A "maintenance of effort" provision prohibits cutting spending in high-poverty schools disproportionately compared with reductions in all of their schools over the next two years.

Finding 5.3 California Policymakers Made Substantial Investments in K-12 Education and Adopted New Digital Learning Standards

State policymakers provided a record amount of funding to public education to address the early impacts of the COVID-19 pandemic. They followed up with a record-breaking budget to help close opportunity gaps.

The 2019-2022 California Education Budget increased K-12 spending to focus on the immediate needs associated with reopening schools safely and providing students with access to devices and high-speed Internet. However, the K-12 budget for 2021-2022 expands the commitment of California substantially to meet the needs of all students and redefines what constitutes equity for low-income students. Priorities include:

- Achieving Digital Inclusion.
- Implementing transitional kindergarten (TK) for all 5-year-olds.
- Extending the school year and day for elementary students.
- Extending the school year and school day for all low-income elementary students.
- Adding significant funding to address teacher shortages through teacher residencies and other credentialing incentives.
- Expanding the number of community schools throughout the state.
- Providing a $3 billion budget for staff development and teacher recruitment for Title 1 schools that struggle to retain teachers.
- Increasing funding for teacher professional learning, including technology integration.
- Enhancing family engagement efforts.

In addition to increased financial support, the State Board of Education adopted new standards for digital learning. The "California Digital Learning Integration and Standards Guidance" was adopted in early 2021 in response to requirements set forth by the California Assembly in 2020. The standards connect decades of research on digital learning and effective ways to leverage technology to support in-person and online instruction.

Finding 5.4 Districts Are Adding Key School2Home Core Components as Strategies to Reach Goals in their District Plans

The California Department of Finance has estimated that by combining federal and state education funding sources, the per-pupil spending will average $21,000 in 2020-2021, moving the average toward the higher end of the national per-pupil spending. The funding is exceptionally high for Title 1 schools, providing an unprecedented opportunity to address long-standing inequities. Districts are including School2Home Core Components in their plans to use their state and local funding.

All districts where School2Home is being implemented have or will receive substantial state and federal funding to address digital and educational inequities. Their strategies are included in their 3-year LCAPs and new planning documents required for federal funds. While unable to review all of these plans, evaluators reviewed those that were complete by September 2021 and found the following recurring themes related to School2Home:

- Provision of technology (devices and Internet access) for students to use at school and home.
- Provision of teacher professional learning on technology (as well as other topics related to student academic success, social, emotional health, and equity issues).
- An increased focus on "whole family involvement" and the importance of digital platforms for involving families.
- A significant initiative to expand the use of Community Schools, a model school program that works synergistically with School2Home.
- Provision of technology coaching to help continue the use of technology when learning occurs various settings.

More information about federal and state funding provided to Title 1 schools to address Digital Equity, safety, and student learning is available at the Department of Education Funding Relief Summary.

Finding 5.5 Title 1 Schools Need Additional Supports

Capacity-Building Efforts are Needed to Maximize the Substantial Increase in Programs to Address the Digital Divide and the Achievement Gap

The new funding sources position California to increase the reach of School2Home to other Title 1 schools and advance its goals of closing the Digital Divide and the Achievement Gap. Unfortunately, despite the increase in available funding, districts and schools can experience difficulties navigating the application process and maximizing the number of resources allocated to their students. In addition, there is still a need for guidance on how districts and schools can successfully integrate technology to support increased student academic achievement. School2Home can help districts ensure technology investments in Title 1 schools are matched with programs to build the necessary permanent technical and human infrastructure required to sustain a digital learning culture. In addition, School2Home can help schools and districts ensure that parents and caregivers have the digital tools and skills they need to be successful.

Implementing the many features of the massive federal Infrastructure broadband programs will be critically important. School2Home, CETF and the Partner Schools all have important roles in making good use of these funds. These are discussed in the recommendations that follow.

Recommendations

The continuation of distance and hybrid learning settings throughout most of the 2020-2021 school year altered every facet of school and family life. These experiences also highlighted the severity of the structural inequities that School2Home has been addressing for more than a decade. And the technology-driven distance learning environments underscored the critical importance of closing the Digital Divide, which exacerbates educational inequities in Title 1 schools.

A notable change in the 2020-2021 evaluation is that the evaluators provided real-time findings to School2Home Management to share with Partner Schools as they planned for the school reopening in the fall of 2021. Thus, numerous recommendations discovered through the evaluation process were implemented, including new content for the Parent Workshop and the Teacher Professional Learning Modules and affordable broadband offers. These changes were considered part of a process for continuous improvement and are not repeated in this section. The adjustments helped Partner Schools immediately continue the beneficial aspects of distance learning and reinforce them for sustainability. Partner Schools also suggested that School2Home consider a new, less intensive "tier of services" for schools that have successfully implemented and seeded the 10 Core Components of School2Home. These suggestions are included in the recommendations and are under discussion.
As reviewed in Research Question 5, policymakers at all levels made significant changes in policy and practice to address digital and educational inequities. These policy changes present an opportunity for School2Home to strengthen its efforts to help close the Digital Divide and Achievement Gap in California and form the basis for many of the following recommendations. The recommendations are intended for CETF, School2Home, Partner Schools and Districts, policymakers at the federal and state level, businesses, and philanthropy.

1. **Establish a New Tier of Service for Partner Schools for Current Partner Schools**
   School2Home guidance, technology management tools, and support for teachers, parents, and students helped make the transition to distance learning easier for Partner Schools over the last 2 years. Most of the 27 current Partner Schools have participated in School2Home for many years and now feel confident in their ability to continue integrating technology at their schools. Establishing a less intense "Alumni Status" for these schools could enable School2Home to add new schools to complete the 10 Core Components of School2Home.

   The Alumni Schools could, for example, continue to participate in the School2Home Learning Academies, where they could help onboard and advise new schools and continue to strengthen their technology integration strategies. The School2Home Learning Academies would also enable the Alumni School leaders to share best practices and lessons learned with their peers and access expertise not easily found elsewhere.

2. **Expand School2Home to New Title 1 Schools in the Current Districts**
   This capacity-building approach of School2Home can help other Title 1 schools integrate technology comprehensively and thoughtfully. The massive amount of funding provided to districts through federal and state mechanisms provides a once-in-a-generation opportunity to demonstrate the importance of equitable funding. It is crucial to develop the technical and human infrastructure required to use these resources effectively. Successful technology integration is a vast undertaking—one that requires a system-wide approach to digital learning that results in a school culture that engages students and parents, catalyzes learning, and supports resilience. School2Home has developed resources and methods to help schools toward these ends.

It is recommended that School2Home seek to double the number of Partner Schools in each district by working with district staff to use federal and state funding to address equity gaps.

As part of this expansion effort, the Independent Evaluators also recommend that School2Home continue to update its Implementation Guide and other resources to acknowledge the gains schools have made in using technology through distance learning, especially with parents. As districts are including a significant amount of funding for teacher professional learning on technology in the coming years, School2Home should continue to work closely to maximize their efforts and avoid duplication of effort. On the other hand, School2Home should consider expanding the Parent Education and Engagement Core Component, which the Partner Schools value so much.

With families equipped with technology at home, School2Home can help Partner Schools to:

- Engage families in school decision-making and governance, which requires a more profound engagement by all staff with parents.
- Provide parents with additional digital literacy training opportunities, perhaps with another training or corporate partner, especially if parents would like a certificate or badge. The School2Home Parent Workshops can serve as the entry point to a much more substantial, lifelong digital learning path.
- Provide additional workshops on digital citizenship, social-emotional learning, and topics of particular interest to them. Also, help parents learn more about the many features of their schools' Learning Management System.

A final recommendation on expansion is that School2Home engage more closely with the district staff and departments so they can help guide other Title 1 schools in their efforts to integrate technology into the fabric of their schools. School2Home can serve as a model that districts can help replicate. School2Home offers a cohesive lens through which to see how these departments can work together and focus on common goals.

3. **Work with Education Leaders to Distribute the School2Home Model throughout California.** School2Home has more than a decade of on-the-ground experience helping Title 1 schools integrate technology in teaching, learning and parent engagement. Schools across the state would benefit from these lessons learned, especially as they are doubling down on their efforts to assess student learning and develop innovative ways to address gaps that may have developed through the pandemic. Technology integration needs to be comprehensive and purposefully directed towards addressing student success on multiple fronts.

School2Home can guide school districts on budgeting for technology integration comprehensively, rather than through separate line items for hardware, professional development and parent engagement.

The California Department of Education, State Board of Education, and County Offices of Education should be considered potential partners in elevating School2Home methods, resources, and tools. The California Collaborative for Education provides another possible platform for implementing this recommendation, perhaps by supporting training sessions for potential implementation partners.

A crucial aspect of this recommendation is to extend CETF and School2Home insights and knowledge for increasing broadband adoption.

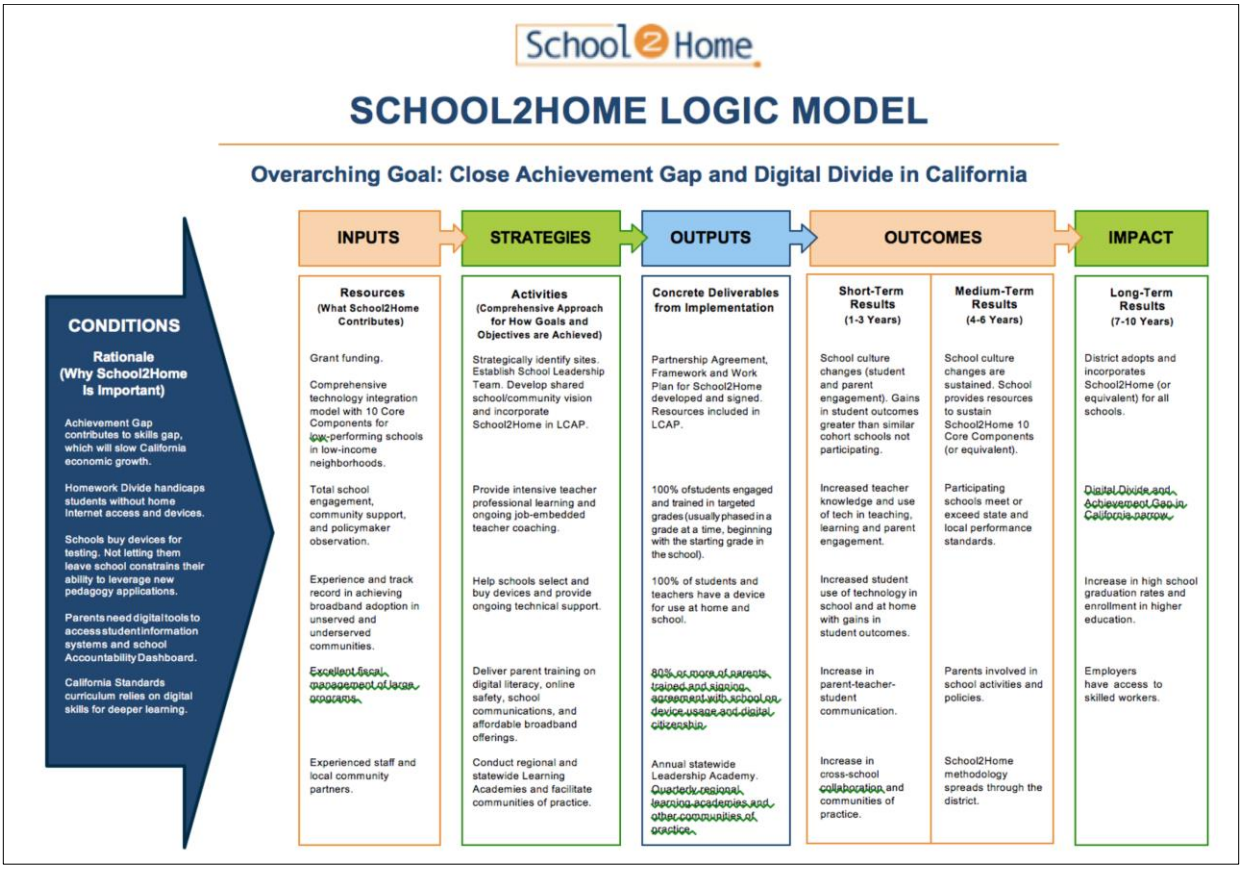
With the establishment of federal affordability broadband programs, Congress recognized that the cost of broadband was a significant barrier. However, one of the lessons learned was that despite a compelling reason to sign up for home broadband (so their children could attend remote learning), most school districts nationwide saw less than 10% of their families enroll in the free broadband programs. Thus, a concerted and coordinated outreach effort is necessary to help districts and schools understand the federal affordability programs and effectively promote them with eligible families. CETF and School2Home have deep experience assisting families to get online. This knowledge and experience can be scaled and shared with Title 1 schools and other organizations working with eligible participants. According to the Partner Schools surveyed for this Report, School2Home assistance in getting families online was one of the best features of School2Home.

Summary

For more than a decade, School2Home has advocated for Digital Equity and parents as learning partners in underserved communities as a unique, innovative strategy to close the Digital Divide and the Achievement Gap in schools. That work prepared School2Home Partner Schools for highly successful transitions to the distance learning necessitated by COVID-19. The 2020-2021 school year was also transitional for education leaders at the national, state, and local levels in policy actions to address the Digital Divide across all communities. Likewise, in recognition of the need to expand its reach, School2Home is also in a year of transition. As it honors the work and expertise of its current Partner Schools, School2Home seeks to invite new Title I schools to join its network in building toward Digital Equity with the support of parents as learning partners.

Appendix A: School2Home Logic Model

Figure 1: School2Home Logic Model



Appendix B: Metrics for Core Components

1. **School Leadership, Assessment, and Planning:** Metrics include the existence of a complete School Leadership Team that meets regularly; a detailed work plan with goals, objectives and assignments; and documented progress toward work plan completion.

2. **Technology Bundles for Students and Teachers**: Metrics include the presence of a "Technology Lead" on the School Leadership Team, development of a Device Management Plan for tracking and maintaining devices, provision of technical support to families and teachers, and distribution of devices to the targeted students (grade level, cohort, or schoolwide).

3. **Teacher Professional Learning**: Metrics include the identification of an active Teacher Lead, administration of the teacher self-assessment surveys at the beginning of the year, development of a plan to deliver the School2Home professional learning curriculum (or comparable), implementation of the professional learning plan, participant engagement, and administration of the year-end teacher evaluation.

4. **Coaching and Mentoring:** Metrics include the development and delivery of an achievable plan to provide instructional technology coaching support to teachers, including time, budget and a stepwise process.

5. **Parent Engagement and Education:** Metrics include the designation of a Parent Lead, administering and analyzing a pre-survey for parents, preparing a parent engagement plan that provides for foundational parent workshops, training teachers to serve as workshop facilitators, executing the plan and developing strategies to maintain meaningful parent engagement.

6. **Affordable Home Internet Access:** Metrics include an initial student survey (school-wide) on devices and Home Internet subscription and documentation of information on low-cost Home Internet offers that were included and discussed in Parent Trainings and displayed at school.

7. **Student Technology Expert Development:** Metrics include the existence of a plan for recruiting and training students to provide basic technical support to other students, teachers, and families; the acquisition of a curriculum; the scheduling of the student course or sessions; and enrollment of students in the program.

8. **Online Resources:** Metrics include usage statistics from the School2Home Website and the documentation of School2Home resources used during the year.

9. **Learning Academies:** Metrics include documentation of School Leadership Team attendance at each convening, agreements completed and signed for stipends, post-convening evaluations completed, and the development of an Action Plan completed by the School Leadership Team.

10. **Evaluation:** Metrics include completion of a mid-year reflection by members of the School Leadership Team; achievement of targeted percentage of student, parent, and teacher surveys submitted; and the scheduling and participation in daylong site visits (including class visits, school walkthrough, principal interview, and School Leadership Team interview).