



2022-2023 Evaluation Executive Summary

Background

School2Home, the signature education initiative of the California Emerging Technology Fund (CETF), enhances the capacity of Title I Partner Schools to integrate technology into teaching, learning, and parent engagement. School2Home consists of 10 Core Components designed to transform school culture and support improved student outcomes across multiple dimensions. A dedicated School2Home Team within CETF collaborates with participating districts and Partner Schools for 3 to 5 years, offering support, guidance, and tools to infuse technology into school practices as a catalyst for reform.

In 2022-2023, School2Home continued its work with 3 Partner Schools in the Inglewood Unified School District (IUSD) while recruiting a new cohort for the 2023-2024 academic year. The 3 Partner Schools are in low-income, high-density neighborhoods. They served high percentages of minority students, with enrollments at 78.5% Hispanic, 13.6% African American, and all other races and ethnicities below 4%. The average percentage of socio-economically disadvantaged students was 81.3%, significantly higher than the K-12 state average of 59.6%. Historically, students in the Partner Schools have performed below statewide averages in academic proficiency, requiring sustained and targeted efforts to catch up. Of note, IUSD has been under state or county fiscal supervision for over a decade due to a variety of factors, including declining enrollments, resulting in high leadership turnover and teacher shortages. In response to these challenges, CETF funded a full-time Teacher on Special Assignment (TOSA). This is a unique funding approach for School2Home aimed at enhancing implementation efforts and serving as a model for other schools in the district. Unfortunately, the TOSA had to take a medical leave for most of the year. Considering these issues, Partner Schools collectively achieved important capacity-building outcomes and, on average, their students experienced less learning loss during the pandemic compared to statewide averages of 6th- 8th grades and a Statewide Comparison Group of 60 similar schools.

Key Findings

- **Partner Schools have demonstrated substantial progress in implementing School2Home policies and practices, which are becoming part of the school culture.** The average implementation score for Partner Schools ranged from 22.5 to 23.5 out of 30 points for the 10 Core Components. Over 60% of teachers reported knowing their school's vision for technology in learning and 75% were aware of the school's vision for using technology in family engagement.
- **Partner Schools were successful at closing the Digital Divide at home with the assistance of School2Home.** In 2023, 99% of parent survey respondents indicated they had affordable, subscription-based Internet service in their homes and 78% said they used a laptop, tablet, or desktop computer. Of these, 33% were using the device provided by the school. Also of note, 93.5% of the parents had a smartphone and most reported their smartphone skills as high.

- **Students used school-provided devices and home Internet access to extend their learning day.** Over 98% of students reported having a school device at home and 80% stated they used it at least daily or weekly for learning. A few years ago, this valuable extended learning time was not available to most students. Over 95% of students said their Internet access at home was sufficient for their needs and more than two-thirds said technology made learning more accessible and engaging.
- **Most parents felt welcome at school and were involved in their child's learning.** Over 80% of parents reported feeling welcome at school, with nearly 60% saying they felt very welcome. Almost 90% reported discussing homework assignments at least weekly with their child. School2Home supports Partner Schools to value and enhance parents as learning partners by fostering welcoming environments and deep connections to learning.
- **Parents and students were more involved in digital media literacy and citizenship conversations, but deeper engagement is needed to eradicate cyberbullying.** More than 65% of parents reported engaging in weekly conversations with their children on managing screen time and social media usage. Students assessed their adherence to digital citizenship practices as high in protecting privacy rights, treating others respectfully on digital platforms, and determining accurately the trustworthiness of online content. However, less than half of the students gave themselves high results for managing online postings and “standing up” for someone who has been cyberbullied.
- **Partner Schools offered technology-rich learning environments to parents and students.** All Partner Schools reported utilizing the district Learning Management System (LMS) to share lessons, assignments, and grades. With School2Home support, they offered in-person and online workshops to parents on the LMS and other school technology platforms. Partner Schools also organized family events where teachers engaged in “data chats” using results from i-Ready, a recently adopted powerful online program, to address specific learning gaps in the areas of English Language Arts (ELA) and math.
- **The majority of teachers are integrating technology into effective instructional strategies.** Almost 63% of teacher survey respondents reported using technology at least weekly or daily to empower students to solve problems by thinking critically, engaging students in applying concepts in real-world situations, and adjusting their learning based on real-time relevant feedback. Over 60% of the students reported that their teachers personalized their learning by offering them choices and options daily or weekly. Nearly 80% of students reported using technology with ease to keep track of assignments and grades, work collaboratively with classmates, and research topics of interest to them.
- **Use of new School2Home Professional Learning Modules informed and improved teaching practices.** A majority of teachers reported using station rotations and providing immediate feedback to students at least twice a week. These are 2 critical desired School2Home outcomes, as station rotations enable teachers to modulate and personalize learning with students based on data, leveraging capabilities provided by district investments in assessment and learning platforms.

- **Partner Schools continued to experience significant enrollment decline.** The Partner Schools enrollment declined by 42.8% from pre-pandemic (2018-2019) to post-pandemic years (2022-2023). The decrease was significantly higher than recorded by schools statewide serving grades 6th- 8th (-8.4%) and by a State Comparison Group of 60 similar schools (-14.2%). Enrollment declines contribute to financial and other issues, including school mergers and closures, that disrupt the development of a cohesive school culture, diminish student engagement, and have repercussions on academic growth.
- **Learning loss in ELA and math at Partner Schools was less than or similar to rates than schools statewide and a State Comparison Group.** On average, the learning loss in ELA experienced by Partner Schools from 2018-2019 to 2022-2023 was -2.9%, compared to the -4.5% and -2.8% of the schools statewide average and the Comparison Group, respectively. In math, the average learning loss for Partner Schools was -1.9%, compared to the -6.0% and -3.7% of the schools statewide average and the comparison group, respectively.
- **Partner Schools, schools statewide, and the State Comparison Group experienced declines in ELA but made gains in math.** On average, Partner Schools made greater progress in math (+1.6%) compared to both comparison groups (+0.5% and +1.2% respectively). Two Partner Schools achieved significantly higher math growth rates of 2.0% and 4.8% in 2022-2023.

These key findings are even stronger when the results of 1 of the 3 Partner Schools, Frank D. Parent K-8 Academy, are removed, as it is a school facing intense challenges stemming from the declining enrollment.