
SCHOOL2HOME EVALUATION REPORT

Executive Summary



2019-2020

Report prepared by the Metiri Group

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 (Metiri) 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. Metiri 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
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Introduction

The mission of the California Emerging Technology Fund (CETF) is to close the Digital Divide in California by increasing the number of families with Internet access and the tools and digital skills needed to use technology safely and effectively. The signature education initiative of CETF is School2Home, a comprehensive technology intervention to help close the Digital Divide and Achievement Gap.

To achieve these dual objectives, School2Home helps Partner Schools implement 10 Core Components. The Components represent a comprehensive and interrelated set of activities to transform school culture in ways that support student outcomes on a wide range of measures. School2Home helps schools focus on the California Common Core Standards, which include multiple references to student use of digital tools and the importance of technology. Additionally, Partner Schools become members of School2Home statewide and regional learning networks.

This year, School2Home unexpectedly became an educational lifeline as Partner Schools—like schools across the globe—were compelled to transform as a result of the COVID-19 pandemic. School2Home provided a strong foundation and remained a critical strategist as Partner Schools pivoted to distance learning. As one principal noted, “School2Home prepared us for this moment.” This report summarizes the results from the School2Home Evaluation for the 2019-2020 school year.

Purpose of the Report

Evaluation is an essential element of the School2Home 10 Core Components and is conducted each year by an Independent Evaluator with support from the Partner Schools and School2Home management. The 2019-2020 Evaluation considers the COVID-19 pandemic impacts, and therefore, offers additional insights into the Partner Schools' resilience and priorities for the future. The findings are intended to provide the CETF Board of Directors with results to inform School2Home implementation and its evolution. The report also includes information that School2Home management, school leaders, and staff can use to drive continuous improvement. An individual report was developed for each school to inform planning in upcoming school years (see <http://bit.ly/3nWqWAr>). Finally, the results can help policymakers plan and budget for a future dramatically altered by the COVID-19 pandemic.

About School2Home

School2Home consists of 10 Core Components designed to transform school culture to support improved student outcomes on a wide range of academic, social, and technological measures. A dedicated School2Home team within CETF works with participating districts and schools for 3 to 5 years and sometimes longer, offering capacity-building support, guidance, frameworks, and tools to infuse technology successfully into school practice as a catalyst for reform.

A formal Partnership Agreement delineates the roles, responsibilities, and financial commitments of CETF, district offices, and the Partner School. Some schools launch School2Home with a subset of students (often incoming grades or English Learners) with plans to expand to all grade levels. Ultimately, School2Home seeks to develop sustainable resources and supportive structures at each school site and to multiply this capacity through a School2Home network. Care is taken to work with each school at a pace that fits their needs and capacities, and that builds on work already underway in the area of instructional technology.

The School2Home 10 Core Components

1. **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.
2. **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.
3. **Teacher Professional Learning:** Teachers receive professional learning about integrating technology into classroom instruction, homework assignments, and engagement of parents.
4. **Coaching and Mentoring:** School personnel are designated as technology coaches and content champions to support teachers and embed professional learning.
5. **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.
6. **Student Tech Expert Development:** Students are recruited and trained to help provide basic technical support to other students, teachers, and families.
7. **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.
8. **Learning Academies:** Principals and teachers participate in workshops and online sessions as learning communities to share best practices and learn from one another.
9. **Affordable Home Internet Access:** Parents receive information about affordable high-speed Internet service offers and the availability of public broadband access centers.
10. **Evaluation:** A comprehensive annual evaluation process provides feedback to schools for accountability and input to program managers for continuous improvement to achieve goals.

About the Evaluation

The Evaluation Framework was developed by CETF and the Metiri Group and employs a qualitative and quantitative analysis of primary and secondary data. The findings are analyzed through the lens of the 5 Research Questions (derived from the Logic Model¹), with slight modifications to account for the shift to distance learning that occurred in March 2020.

Research Question #1: Implementation Fidelity

To what extent are the participating schools implementing the 10 School2Home Core Components with the support of CETF, and how did this implementation help each school shift to distance learning resulting from the COVID-19 school closures?

Research Question #2: School2Home Integration into 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 their children's education, modeled good digital citizenship, and improved the lives of their family members?

¹ Logic Model is presented in Appendix A.

Research Question #4: School2Home Impact on Student Outcomes

To what extent have students in participating schools achieved higher outcomes in English language arts and math when compared to student results at an In-District Match School and a State Comparison Cohort?²

Research Question #5: School2Home Influences on Changes in Policy and Practice

To what extent have there been changes in school and district policy and practice to close the Achievement Gap and the Digital Divide?

Data Sources and Adjustments

The 2019-2020 Evaluation was developed through a process of analyzing findings from various sources, including program participants. The COVID-19 pandemic constrained data sources during the 2019-2020 school year. For example, the California Department of Education (CDE) did not administer year-end testing, and the Independent Evaluator could not finish on-site school visits. Adjustments were made to account for the altered environment and are noted throughout the report. Data sources are listed below.

- *Management Documents.* These include:
 - 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.
 - Partner School Work Plans that identify their goals and objectives, assign responsibilities, and establish an implementation timeline. Monthly performance reports track progress.
 - A year-end summary “implementation score,” assigned based on a weighted average using a 3-point rubric.
- *Online Surveys.* Surveys were administered to teachers, parents, and students from the Partner Schools in 7 of the 8 participating districts in April and May 2020 (after schools had switched to distance learning). The surveys included questions designed to assess how each stakeholder group was adapting to distance learning and how Partner Schools could help. School2Home survey responses included:
 - 577 Teacher surveys, which represents 71% of School2Home teachers.
 - 1,964 Parent surveys (offered online in English and Spanish), which represented 31% of parents participating in School2Home.
 - 3,202 Student surveys, which represented 50% of the students involved in School2Home.
- *School Leadership Team Interviews.* Using an interview protocol, a videoconference was conducted with each School Leadership Team in-lieu of the school site visit typically conducted.
- *District Reports.* An analysis was conducted of district-prepared documents, including the Local Control and Accountability Plans (LCAPs) and the COVID-19 Operations Written Reports, in which districts described the actions they took to implement distance learning.
- *School Reports.* An assessment was conducted of the Single Plans for School Improvement and Targeted School Improvement Plans, which are required of schools that have one or more student groups performing at very low levels and receive federal and state funding support.
- *State Reports.* A review was conducted of the California Education Dashboard and School Climate Surveys. Of note, the dashboard was not updated this year, and School Climate Surveys were not available from all districts and vary by district. Baseline data from the prior year are included in the individual school reports to assist in their benchmarking and planning.

² The California Department of Education did not administer state tests in Spring 2020. Thus, source data for this question are limited to perception data (interviews and surveys) and observational data from site visits in the Partner Schools and extant data from School2Home Reports and publicly available documents.

The 2019–2020 School2Home Partner Schools

In 2019–2020, School2Home worked with 27 Partner Schools, which are primarily located in Southern California.³ See Appendix B for a complete listing. All Partner Schools are public and are located in low-income, high-density neighborhoods where broadband adoption rates are below the state average. Of the 27 Partner Schools, 3 are district-sponsored charter schools, and 7 are magnet schools.

The School2Home Partner Schools are among the most disadvantaged middle schools in California, with the following characteristics:

- 92% of the students were socioeconomically disadvantaged, compared to the state average of 61%.⁴
- 23% of the students were English Language Learners, compared to the state average of 19%.
- 6% of the students were experiencing homelessness, compared to the state average of 3%.⁵
- Low academic performance, as measured in the last year that state testing occurred (2018-2019). Student proficiency rates (the percentage of students who met or exceeded the state standard) on standardized tests compared to statewide proficiency averages for middle schools:
 - 18% of students were proficient in math compared to the state middle school average of 38%.
 - 31% of students were proficient in English Language Arts, compared to the state middle school average of 50%.
- All of the 27 Partner Schools were eligible for federal Targeted Assistance Programs, with 6 qualified for “Targeted Assistance,” 7 eligible for “Comprehensive Support,” and 14 receiving General Assistance.”⁶

Report Highlights

1: School2Home Implementation Fidelity

This section summarizes the extent to which Partner Schools implemented School2Home as intended. The major data source for this analysis was the year-end fidelity assessment score from the Management Reports, based on a set of standard performance metrics for each component. The rubric was: 1 = low implementation; 2 = moderate implementation; 3 = high implementation. Additional insights and context were gained from comments in the monthly performance reports, the School2Home surveys, and interviews with School Leadership Teams.

The average score across all Partner Schools was a weighted average of 2.2 out of 3.0, as shown in Table 1 below. School2Home considers the first 5 Core Components as foundational to the success of School2Home.

An analysis of the ratings for each Partner School found that, on average, across the 10 Core Components, 7 schools were at the highest level, 19 were at the moderate level, and 1 was at the lowest level.

³ School2Home is currently primarily focused on working with schools served by Charter Spectrum whose operating territory is in Southern California.

⁴ California Department of Education. (2020). Calculated from Unduplicated Student Poverty – Free or Reduced Price Meals data 2019-20. <https://www.cde.ca.gov/ds/sd/sd/documents/frpm1819.xlsx>

⁵ California Department of Education. (2020). Calculated from Unduplicated Student Poverty – Free or Reduced Price Meals data 2019-20. <https://www.cde.ca.gov/ds/sd/sd/documents/frpm1819.xlsx>

⁶ 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.

The Partner School at the lowest level was just getting started with implementation when schools closed for distance learning. Note that all Partner Schools received a score of 1 for Online Resource because implementation metrics were shifting to accommodate distance learning.

Table 1: Summary of Implementation Scores by School2Home 10 Core Components

10 Core Components	Weighting Out of 1000 points	Average Weighted Rating Across all Partner Schools(1-3)	Implementation		
			1 Low	2 Moderate	3 High
			Number of Partner Schools in each Category		
1. School Leadership, Assessment, and Planning	150	2.4	4	7	16
2. Technology Bundles for Students and Teachers	150	3.0	0	0	27
3. Teacher Professional Learning	150	2.3	3	13	11
4. Coaching and Mentoring	150	1.9	9	12	6
5. Parent Engagement and Education	150	2.1	5	13	9
6. Student Technology Expert Development	75	1.9	12	6	9
7. Online Resources	25	1.0	27	0	0
8. Learning Academies	50	2.7	2	5	20
9. Affordable Home Internet Access	50	1.9	9	11	7
10. Evaluation	50	2.6	0	11	16

Based on these data, some overarching implementation findings are listed below. See Appendix C for descriptions of the implementation metrics for each Core Component.

- **Leadership.** Partner Schools with high levels of implementation had strong principal leaders and a full complement of dedicated and energetic School Leadership Team members who met regularly. The Partner Schools with low scores were often challenged by personnel changes, with 1 school lacking a principal for the first 3 months, and another experiencing a turnover in the principal position during the first few months. Staff turnover is a common problem. Leadership affected results on all foundational components. Participants in the Annual Leadership Academy and the Regional Learning Collaborative meetings gave high marks to the content presented, noting especially the chance to share and hear about “what was working.”
- **Technology Bundles.** At the beginning of the year, all Partner Schools were on target to meet their device goals, and by the end of the year, all schools were implementing a plan to guide the rollout of devices to all students. School2Home strategies and guidance for device deployment and management played a significant role in helping Partner Schools transition to distance learning for all stakeholders.
- **Professional Learning.** Partner Schools with effective, ongoing professional learning programs were characterized by intensive administrative support for teachers' professional growth. These schools aligned School2Home curriculum with other technology initiatives and district trainings to maximize results. Time constraints and shifting priorities were difficulties the Partner Schools with low implementation scores encountered.

- **Parent Engagement and Education.** Partner Schools with effective parent programs attributed their success to a committed and dedicated Parent Lead, a supportive administration, and multiple methods to recruit parents, including phone messages, flyers, texts and school and community events. Most importantly, the teachers in these schools helped recruit parents for the trainings and supported the workshop facilitators. Those with lower scores faced challenges with personnel turnover.
- **Coaching.** Partner Schools recognize the critical role that coaching plays in continuous improvement and why it is included as a Core Component. Many of the Partner Schools work with their districts to incorporate instructional technology coaching alongside the school's existing coaching staff, while others provide release time to a current teacher to enable him to coach his peers. As schools transitioned to distance learning, co-teaching and collaboration among teachers increased as they worked together to meet the needs of their students in online environments.

All Partner Schools reported that their work with School2Home prepared them to meet the challenges of distance learning better than their colleagues in similarly situated schools. They noted that their parents had already received information on affordable broadband and training on the Parent Portal, teachers were using digital learning strategies, and students were familiar with the digital tools, applications, and learning platforms.

2: School2Home Integration into School Culture

School closings abruptly ended evaluative on-site data collection from the Partner schools, traditionally a significant source of information and insights for Research Question 2. However, through surveys, interviews, site visits at 6 schools/18 classrooms, and management reports, the evaluation developed a picture of how students, parents, and teachers worked together to learn from home, including the challenges they faced, and the progress they made. Highlights include:

- **Integrated Classroom Technology.** While the sample size is too small to extrapolate results program-wide, the level of technology integration and the range of technology use before the pandemic was consistent with the previous year. Student engagement in the 18 classrooms visited was at mid-to-high levels. The teachers used technology in combination with learning strategies shown to increase cognitive engagement (e.g., depth of knowledge, critical thinking, real-world applications).
- **Technology Infrastructure.** Building on their work with School2Home, the Partner Schools successfully provided the technology infrastructure required for distance learning. The School2Home tools and resources helped Partner Schools provide 95% of the students with a device and Internet access. More than half the students knew with whom to communicate for Internet troubleshooting (53%) and problems with their device (56%). However, some students reported problems with the quality of their Internet connection, an issue of continuing focus for CETF.
- **Transition to Distance Learning.** School2Home helped Partner Schools implement distance learning and support for their students. In addition to access to devices, more than 80% of the teachers agreed or strongly agreed that they had the required tools and experiences for online learning, including applications and professional learning on how to teach online. A major challenge during this transition was the engagement and participation of students in distance learning. Teachers addressed this issue, in part, through digital applications that enabled many to check individual screens to gauge each student's understandings and provide real-time feedback.
- **Readiness to Teach Online.** As noted above, teachers and other school leaders reported that they were better prepared for online teaching than their counterparts in similarly-situated schools in underserved communities. Almost 90% of the teacher survey respondents agreed with the statement, "School2Home helped our school transition to online learning," with 62% noting

School2Home “definitely” helped with the transition. Additionally, 95% of teacher survey respondents said School2Home should be continued in their school during the upcoming school year.

- **Adjustments to Instructional Pacing.** A crucial adjustment to distance learning involved the content and pacing of materials. Districts adjusted pacing guides to identify the essential standards on which to focus, typically those that are critical to success in high school.
- **Professional Learning.** The School2Home Professional Learning Modules that were valued by over 90% of teacher respondents included: Personalized and Student-Centered Learning, Technology in California Content Standards, and Digital Citizenship Resources and Strategies.

3: School2Home Effect on Digital Adoption and Inclusion

Parental access to and involvement with the technology that their children use in school is a foundational strategy of School2home. The value of this strategy was made all the more apparent when schools switched to distance learning. This section addresses Research Question 3. Key findings include:

- **Digital Devices for Families.** School2Home helped Partner Schools provide families with the digital tools crucial to distance learning. Almost 88% of English-speaking and 77% of Spanish-speaking parent survey respondents had Internet access at home. Nearly 80% of parent survey respondents said they used their child’s device for accessing the Internet.
- **Home-School Connections.** Parent participation in School2Home resulted in higher numbers of parents engaging with their child’s school. When surveyed about the frequency with which they go online to check assignments and grades, 43% of parent respondents said they checked in daily and an additional 40% said weekly. When asked where they check on their child’s assignments and grades, parent survey respondents identified the following: Parent Portal (39%), Google Classroom (38%), teacher emails (26%), digital application, e.g., ClassDojo, Remind, (26%), paper packets (17%), school website (14%), and 17% said they did not have a good way to check on grades and assignments.
- **Value of Parent Education.** School2Home helped parents increase confidence in their digital skills. Those who participated in workshops (compared to those who did not) were more likely to check assignments, communicate with their child’s teachers at least every 2 weeks, and feel comfortable conducting Internet searches for family resources and support.
- **Digital Citizenship and Safety.** School2Home helped parents become knowledgeable and confident in keeping their children safe online. Approximately 90% reported confidence in discussing Internet safety with their children, managing spam and setting safe passwords, and protecting the school-provided device. The students supported these findings, with 56% of the student survey respondents reporting they had discussed Internet safety with a parent (including things like cyber-bullying, avoiding scams, and protecting their online privacy).
- **Value of School2Home to Families.** School2Home helped parents access online family resources. When asked “Is there anything else your school and its partners can do to help?” the most frequent response was about school-home communication. Parents want Partner Schools to continue offering information on what is expected of their child, ideas on how they can help, and how their child is doing. Parents also said they were interested in receiving information on family services: housing assistance (21%), health services (20%), employment services (15%), counseling (13%), food security (10%), and day care (6%).

4: School2Home Impact on Student Outcomes

Implementation of School2Home is expected to impact school culture in ways that result in better student outcomes on academic and non-academic measures. This section would typically provide

trends and comparisons in academic achievement, reclassification of English learners, and suspension rates. However, as the state of California suspended year-end testing, this section provides insights and perspectives from teachers, students, and parents regarding learning gains or losses in the 2019-2020 school year. The school closings in March and the associated shift to distance learning significantly impacted student learning, which has yet to be documented and fully understood. However, Partner Schools were advantaged by their familiarity with digital learning strategies and assessment methods. Key findings include:

- **Digital Tools for Formative Assessment.** In alignment with state and district policies, Partner Schools did not administer end-of-year summative assessments. However, teachers leveraged digital tools to assess their students' academic progress and provide feedback and guidance toward mastery. A variety of technology tools were introduced that enabled teachers to observe their students' work in real-time, provide instantaneous feedback, check for understanding, and share examples of student work to the class. Teachers' perceptions were that students who took the time to consider the feedback advanced the most academically.
- **Distance Learning Activities.** Students in the Partner Schools engaged in a wide range of online activities while learning from home. Teachers regularly conducted synchronous and asynchronous learning sessions with varying levels of engagement. The majority of students (98%) surveyed said they were participating in 1 or more of the following distance learning activities:
 - Receiving and completing assignments online (90%).
 - Participating in class video sessions (75%).
 - Learning from videos and other online resources (67%).
 - Obtaining online help from their teacher with assignments (56%).
 - Conducting research online (50%).
 - Using digital apps for learning e.g., iReady, STMath, Achieve3000, etc. (50%).
 - Interacting with classmates in video sessions (35%).
- **Student Perceptions and Advice.** Students had varying experiences and perceptions about the effectiveness of distance learning. When students were asked how they were adjusting, they were split fairly evenly between those who said they were adjusting well or very well and those who were having a difficult or very difficult time. In terms of the amount of learning compared to in-person learning, 17% said they were learning more, 50% said about the same, and 33% thought they were learning less. In response to an open-ended question, more than half of the 3,202 student respondents offered suggestions on how distance learning could be improved. These students offered a wide range of innovative and thoughtful advice. Some of the most frequently mentioned student ideas for improvement are listed below:
 - Improve the quality of instruction by providing more feedback, videos of lessons for review, flexibility in deadlines, and motivational activities in Zoom calls.
 - Reduce homework, with some students saying they were getting more assignments but often with less explanation.
 - Provide more interaction with their teachers and classmates.
- **Perspectives on Distance Learning.** Over 70% of students reported keeping a regular schedule on school days while learning from home. When asked whom they turn to for help with their homework, more than half mentioned their teachers (59%) or their parents (56%). Other sources of assistance were provided by a sibling (59%), a classmate (31%), or others such as grandparents (6%). Parents were very interested in learning more about digital tools and apps to help their child with organization and time management.
- **Concerns About Learning Loss.** Parental concerns with distance learning centered on their child's potential learning loss and boredom with school. Despite efforts by teachers to provide parents with insights into their child's progress, absences, grades, and other assessments, parents remained

concerned about the impact of distance learning. Parent survey results highlight the following top 3 concerns regarding their child:

- Falling behind academically (84%).
- Ensuring their child stay on track to graduate (85%).
- Keeping their child from being bored at home. (73%)

5: School2Home Influence on Changes in Policy and Practice

School2Home seeks to have Partner Schools sustain the implementation of School2Home and to have districts expand School2Home to other Partner Schools. To achieve these outcomes, School2Home works to advance education policies and practices at the district level that align and sustain the 10 Core Components. Key indicators of these metrics are the formal adoption of related policies and practices in the Partner Districts Local Control and Accountability Plan (LCAP) and a board-adopted report to the community that explains the changes to program offering in response to physical closures to address the COVID-19 pandemic. Key findings include:

- **New Policies, Norms, and Protocols for Distance Learning.** School Leadership Teams noted that distance and blended learning require new norms, protocols, and standard practices. They suggested education leaders adopt formal distance learning policies, including consistent online learning platforms, norms on frequency and type of distance learning, student online etiquette, support for social-emotional learning, self-direction expected of students, parental oversight, and home learning environments.
- **District Policies on Digital Learning.** Partner School Districts positioned technology as an important data, administrative, and learning tool, as evidenced by the inclusion of digital learning in Local Control and Accountability Plans (LCAP) and COVID-19 reports.
- **District Policies Extended through COVID-19 Reports.** Serving as an interim LCAP, the COVID-19 Written Reports demonstrated a new depth, breadth, and commitment to digital learning. The reports included special considerations as to how digital tools could meet the needs of low-income students, foster youth, and English learners and close the Digital Divide.

Recommendations

The COVID-19 pandemic and the shift to distance learning altered every facet of school life. The disruption to the lives of students, parents, teachers, and school leaders highlighted the structural inequities that School2Home has been addressing for more than a decade. The distance learning experience validated the underlying principles of School2Home, and all Partners learned new lessons, which provide the basis for the following recommendations. These are intended for CETF, Partner Schools and Districts, policymakers at the federal and state level, businesses, and philanthropy.

1. The comprehensive approach of School2Home should be supported as a model for schools in underserved communities throughout California.

School2Home guidance, technology management tools, and support for teachers, parents and students made the transition to distance learning easier for Partner Schools. This comprehensive approach can help other schools in underserved communities adapt to the “new normal.” Whether this new environment involves a return to school full-time, blended learning or some combination thereof, it will definitely consist of increased use of technology hardware and applications; success will certainly rely more extensively on the effective use of this technology by parents, teachers, and students. The following strategies are suggested to further this recommendation:

- Districts and schools should seek federal and state education funding to help ensure schools in underserved communities address technology integration in a comprehensive manner instead of a set of separate budget items. The School2Home Foundational Core Components are crucial. Requests for technology funding should include:
 - Digital devices for students to use at school and home and a robust device “refresh” program for future years.
 - Teacher professional learning and coaching centered on effective educational technology and teaching practices, supporting learning networks that elevate best practices at each elementary, middle, and high school.
 - Meaningful and ongoing parent engagement and technology education.
- California school districts should incorporate the School2Home framework in their LCAPs to support other state education priorities related to increasing student achievement and to close the notable performance gaps between low-income and higher-income students.
- Schools in California should consider how School2Home can provide a lens through which to develop their Single Plans for School Improvement and deploy their targeted support funding.

2. Continue to build the capacity of Partner Schools to implement School2Home while also developing new content, tools, and resources to help them do so.

Wherever learning occurs, students and their families will need additional support to address academic challenges that the abrupt transition to distance learning has amplified. Specific suggestions, many of which have been addressed, are to:

- Add more Virtual Parent Workshops on topics parents identify as important.
- Provide additional Teacher Professional Learning Modules that address the top challenges teachers identified, e.g., student engagement, assessment methods, and effective digital tools and applications.
- Facilitate the development and implementation of effective online teacher coaching programs. These should offer personalized support for educators to help them understand how to integrate technology into their daily practice.

3. Districts and schools should continue to work with CETF and others to close the Digital Divide by secure innovative, affordable Internet service plans for low-income families and enact state and federal broadband legislation that ensures all families have high-speed Internet access.

The COVID-19 pandemic exposed and exacerbated a range of systemic issues between the digital haves and have nots. When learning went 100% online, many families without Internet access were left behind. Fortunately, CETF had developed partnerships with numerous Internet Service Providers (ISPs) to make home access more affordable for eligible families. School2Home helped parents navigate the enrollment process.

- Although the affordable offers from the ISPs are a step in the right direction, they were not sufficient, and many parents struggled to get online. CETF and its partners should work with the ISPs to develop plans that better meet these families' needs (e.g., implementing automatic enrollment, lowering costs, decreasing enrollment barriers and upselling, and increasing the speed and data limits of the plans). These efforts should support parents' digital literacy efforts.

4. CETF should seek funding to expand its School2Home Learning Network, which brings school leaders together to identify and solve common problems and to implement a continuous improvement process.

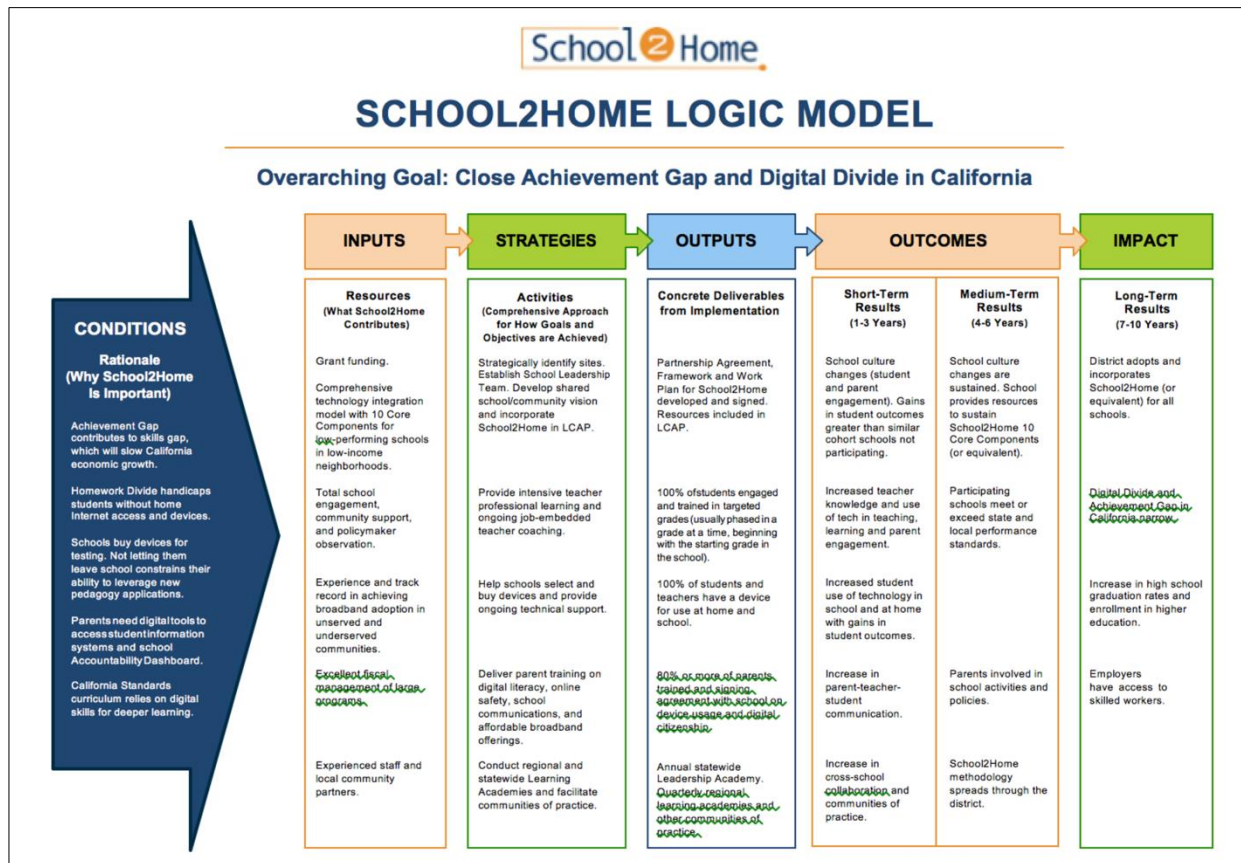
A critical function that CETF provides Partner Schools is the opportunity for their leaders to meet with colleagues across the network at both state and regional meetings. These gatherings offer leadership teams time to think deeply about their work and learn from others, including national and state

education experts. A robust expansion would require additional funding and staffing.

5. School2Home and Partner Schools should continue to reach for high levels of Implementation Fidelity and integration with other school initiatives.

Amid the switch last March from in-person classes to almost 100% virtual learning, School2Home Program staff and the Partner Schools made rapid adjustments to teaching, learning, and parent engagement. It was a time of innovation and experimentation, with adjustments to accommodate the needs of each school. These learnings have been documented in School2Home implementation methods and metrics, and they should be regularly reviewed and updated to ensure they are appropriate for the current circumstances.

Appendix A: Logic Model



Appendix B: School2Home Partner Schools (2019-2020)

School District	School	Grades Served*	Students Enrolled	Parents Participating	Years in Program
Alumn Rock Union Elementary School District (ARUSD)	Clyde L. Fischer Middle School	6, 7, 8	260	200	3
Franklin-McKinley School District (FMSD)	Bridges Academy	7, 8	350	150	2
Inglewood Unified School District (IUSD)	Crozier (George W.) Middle School	7, 8	460	197	6
Long Beach Unified School District (LBUSD)	Robinson Middle School	K-8	898	150	1
	Stephens Middle School	6, 7, 8	786	150	2
Los Angeles County Office of Education (LA COE)	LA Promise Charter Middle School #1	6, 7, 8	215	215	3
Los Angeles Unified School District (LAUSD)	Edwin Markham Middle School	6, 7, 8	704	200	4
	James Madison Middle School	6, 7, 8	1,655	300	7
	John A. Sutter Middle	6, 7, 8	861	120	2
	John Muir Middle School	6, 7, 8	725	240	7
	Mary McLeod Bethune Middle School	7, 8	980	150	1
	Maywood Center for Enriched Studies	6, 7, 8	558	145	3
	Monsenor Oscar Romero Charter Middle School	6, 7, 8	357	220	3
	Orchard Academies 2C	6, 7, 8	340	170	3
	Robert Louis Stevenson College and Career Preparatory	6, 7, 8	1,097	330	10
	Samuel Gompers Middle School	6, 7, 8	550	550	2
	San Fernando Institute of Applied Media	6, 7, 8	419	130	7
	San Fernando Middle School	6, 7, 8	633	120	4
	Thomas A. Edison Middle School	6, 7, 8	1192	500	2
Riverside Unified School District (RUSD)	Central Middle School	7, 8	698	321	10
	Chemawa Middle School	7, 8	963	450	8
	University Heights Middle School	7, 8	875	440	8
San Bernardino City Unified School District (SBCUSD)	Arrowview Middle School	6, 7, 8	1,097	200	4
	Curtis Middle School	7, 8	931	236	4
	Del Vallejo Middle School	6, 7, 8	680	150	4
	Golden Valley Middle School	6, 7, 8	868	200	4
	Serrano Middle School	7, 8	848	150	4

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

Appendix C: Metrics for the School2Home Core Components

The metrics by which each of the School2Home 10 Core Components is measured are listed below.

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. **Student Tech 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.
7. **Online Resources.** Metrics include usage statistics from the School2Home Website and the documentation of resource information reviewed during teacher training sessions and parent training sessions.
Note: The fidelity of implementation of this Core Component was not measured in 2019-2020 because of the shift to accommodate distance learning.
8. **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.
9. **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.
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). Note: Site visits were limited in 2019-2020 due to the pandemic.