School2Home

2023-2024 Evaluation Executive Summary

Background

School2Home, the signature education initiative of the California Emerging Technology Fund (CETF), builds the capacity of Title I Partner Schools to integrate technology into teaching, learning, and parent engagement. The School2Home framework comprises 10 Core Components designed to transform school culture to support improved student outcomes on various 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, and tools to successfully infuse technology into school practice as a catalyst for reform.   All Partner Schools were located in low-income, high-density neighborhoods with broadband adoption rates below the state average. This summary presents key findings across the 5 Research Questions that have served as the evaluation framework for the last 10 years.

Key Findings

- **Implementation Progress.** Partner Schools demonstrated strong implementation progress overall, despite staggered start dates and onboarding delays that limited early planning. Below are the average rubric scores for five foundational Core Components:
    - **Leadership and Planning**: Most schools established active School Leadership Teams and developed shared tech visions for stakeholders. Average rubric score: **19.5/30**.
    - **Device Access**: Nearly all schools maintained one-to-one device programs with take-home policies. Average rubric score: **21.8/30.**
    - **Teacher Professional Learning**: Most schools were successful in launching their School2Home Professional Learning programs and delivering expected Learning Modules; those that had a late start found it difficult to fit the Learning Modules into existing schedules. Average rubric score: **13.8/30**.
    - **Parent Engagement**: Early-stage implementation took place in most schools, with some completing all 4 workshops and others only 2, depending on their start time. Average rubric score: **14.5/30**.
    - **Leadership Academies**: Good participation at the 4 Regional Learning Community Meetings and the Annual Leadership Academy with high participant satisfaction. Average rubric score: **22.3/30.**

    Planning for Year 2 began earlier and with clearer expectations to strengthen implementation across all schools.

- **Technology Integration into Classrooms and School Culture.** Findings from student, teacher, and parent surveys highlight significant progress and areas for growth:
    - **Technology Use:** Students used their devices in the majority of their classes at school and 50% of students reported daily home use of devices, an extension of the learning previously not available to them. Most schools sustained robust technology access.
    - **Student Engagement:** Students rated their engagement in learning at 3.7/5. Teachers rated it slightly lower. Choice-based and personalized learning strategies were reported by 59% of students.
    - **Teacher Innovation:** 30% of teachers reported designing lessons at SAMR[1] Augmentation and Modification levels. Only 4% reached the Redefinition level.

- _ **Station Rotations:** 65% of teachers used this strategy. Students rated this strategy highly (80% found it helpful), while teachers averaged 70%, indicating a need for more training and development.
- _ **Family Culture:** Parents felt welcomed (4.3/5) but teacher outreach and parental involvement in assignments remained limited.

- ● **Digital Adoption and Inclusion**. Parent survey results indicated:
  - _ **Device and Broadband Access:** 80% had a home computer; 59% of those were school-issued. Broadband access at home was at 87% but some relied solely on mobile phones or hotspots.
  - _ **Portal Use:** 75% of parents reported using the district parent portal. The confidence level was lower among Spanish-speaking parents across all tasks associated with use of the parent portal.
  - _ **At-Home Learning Support:** 60% of parents reviewed homework multiple times per week. One-third discussed cyberbullying weekly.

These generally positive results emphasize the need for continued targeted outreach to Spanish-speaking families and expanded workshop offerings, as they rated their skills and confidence with technology significantly lower than English-speaking parents.

- ● **Student Outcomes.** Academic performance was reviewed using state assessment data (SBAC), absenteeism, English Learner reclassification, and enrollment trends. While Partner Schools still trail the state average in proficiency, they demonstrated stronger growth year-over-year compared to both the state and a matched peer comparison group. Notably, Partner Schools were selected based on their lower academic performance, making growth metrics a particularly relevant measure of progress.
  - _ **English Language Arts:** Partner Schools gained 2.2 points vs. 0.5 for the state and 1.1 for a matched comparison group.
  - _ Math: Partner Schools gained 1.4 points, outperforming both the state and comparison groups (0.6 and 1.1 respectively).
  - _ **English Learner Reclassification:** Partner School proficiency dropped to 18.3% (down from 22.4%), slightly below the state decline.
  - _ **Chronic Absenteeism:** Partner School rate increased to 27.4%, compared to 18.6% statewide.
  - _ **Enrollment:** Continued decline (-3.9%), exceeding the overall rate of the state (-0.3%).

The academic data suggest that while Partner Schools are not yet at parity, the School2Home approach may be helping to accelerate improvement in underperforming schools. Chronic absenteeism and engagement with English Learners remain critical focus areas.

- ● **Influence on Policy and Practice.** CETF and School2Home worked to embed digital equity and technology integration best practices in state policy, including:
  - _ Responding to the ending of the federal Affordable Connectivity Program (ACP) by partnering with community-based organizations and Internet Service Providers (ISP) to advocate for its continuity..
  - _ Issuing principles for technology integration in education and engaging directly with legislative leaders on changes to state policy.
  - _ Reviewing Local Control Accountability Plans and promoting inclusion of robust digital strategies.

In summary, School2Home Partner Schools made notable progress despite Year 1 onboarding challenges. Students benefited from device access and emerging instructional strategies. Teachers and parents began to integrate new learning formats and communication tools. With early Year 2 planning, improved data systems, and enhanced alignment with district priorities, School2Home is well positioned to deliver stronger results in student achievement, digital engagement, and equity-driven reform.

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[1] The SAMR model (Substitution, Augmentation, Modification, and Redefinition) is a framework developed by Dr. Ruben Puentedura that categorizes different levels of technology integration in education.