



2024-2025 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 family engagement. The School2Home framework comprises 10 Core Components designed to transform school culture and strengthen student outcomes across academic, social, and technological dimensions. A dedicated School2Home Team within CETF works with participating districts and schools for 3 to 5 years, and sometimes longer, providing sustained capacity-building, coaching, and tools to help schools use technology as a catalyst for reform. All Partner Schools are located in low-income, high-density neighborhoods with broadband adoption rates below the state average.

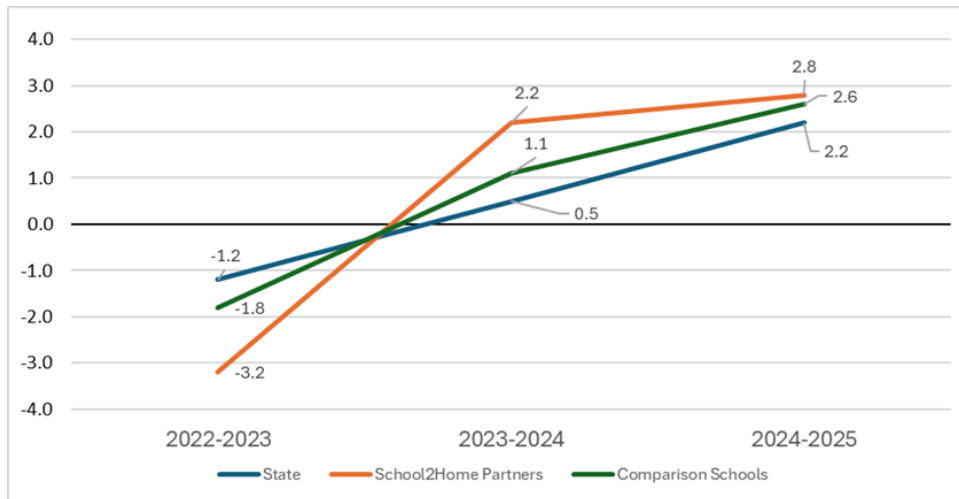
Key Findings

- **Implementation Progress:** Detailed review of completed activities compared to annual goals in School Work Plans demonstrated steady implementation progress by School2Home Partner Schools
 - **Leadership.** Results were strong, with most Leadership Teams meeting monthly; 75% of teachers understood their technology vision and 69% their family engagement vision.
 - **Technology Bundles:** Most Partner Schools maintained a 1:1 device environment with take-home access.
 - **Teacher Professional Learning:** Content quality and adherence to curriculum were strong but several schools struggled to schedule all the expected sessions. Teachers' exit tickets showed high-level satisfaction with the sessions and interest in more time to practice, collaboration, and implementation strategies to engage families.
 - **Family Engagement:** Partner Schools made solid progress in scheduling and conducting workshops to busy caregivers. Expanded participation through virtual sessions increased reach, a strategy that should continue.
 - **Learning Academies:** Nearly all Partner Schools met attendance expectations for the Learning Academies. Post-Survey results were consistently high, with participants rating the content, activities, and presentations as useful and engaging.
- **Technology Integration in the Classroom and School Culture:** School2Home Post-Surveys highlight continued progress and areas for growth in developing technology-rich and family-friendly environments where teachers, staff, and families are working to improve student outcomes. This is accomplished by implementing the strategies presented during the School2Home convenings, resources, and trainings.
 - **Devices:** More than 96% of students said their school provided a device to use at school; 90% said they could take their device home, though a few schools restricted take-home use to school evenings, raising concerns about learning continuity and family engagement outside the school day and a need for action.

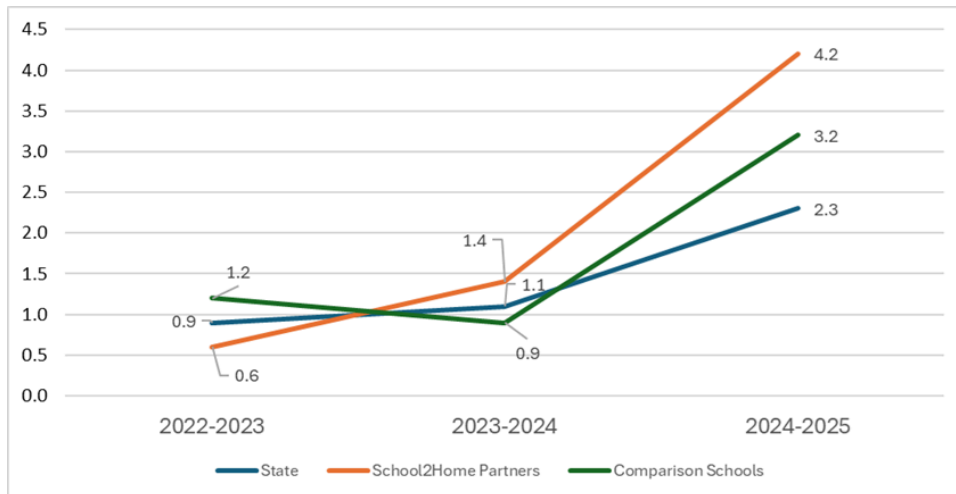
- **Digital Citizenship and Online Safety:** Teacher and student responses show steady awareness but uneven application of safe online behaviors. Concerns about cyberbullying and responsible use remain, with nearly one-third of students reporting they have witnessed or experienced online bullying—underscoring the need for continued instruction and family engagement on digital responsibility.
 - **Home-School Communications:** Most teachers maintain regular contact with parents about grades, behavior, and progress, but only about two-thirds send individualized positive messages more than once or twice a month—suggesting room to strengthen personalized outreach.
 - **Family-Friendly School Culture:** Parents continue to feel welcomed. Teachers’ familiarity with families’ aspirations for their students improved notably, and 65% of teachers expressed interest in learning more about parent engagement.
 - **Teacher Use of SAMR^{1]} Model:** Most teachers used technology at the Modification Level (36.7%), and 7.1% reached the Redefinition Level, up from 4.1% the prior year, showing steady progress toward more transformative instruction.
 - **Teacher Use of Station Rotations:** Use of station rotations remained steady across schools, with frequency increasing from the previous year. Teachers rated the value of this strategy at 3.8 of 5, indicating confidence for stations to manage classes and support differentiated instruction, and the need for continued support to make it a regular part of classroom practice.
 - **Challenges with Station Rotations:** The most common challenges teachers faced were managing student behavior and engagement at each station and finding time to plan and prepare engaging activities. School2Home has developed new supports to address both concerns.
- **Digital Adoption and Inclusion:** Survey responses from 3,544 caregivers inform the following findings on the use of technology by students at home and family skills in using technology to support learning.
 - **Digital Devices and Broadband:** Three in four parents reported having a computer at home, with most provided by the school, affirming the importance of school device take-home policies: 85% of the families reported subscribing to home Internet service through a provider, 8% via smartphone, and 4% through their school. Nearly 4% of the families lacked access.
 - **Internet Access Challenges:** While more than 80% said their connection met the needs of the family, about 16% cited concerns with cost, speed, or data limits.
 - **Parent Use of School Technology:** Nearly 80% of parents used the school’s parent portal, up from 75% the previous year. Parents reported being confident checking grades and attendance but less confident messaging teachers. Spanish-speaking parents rated their skills about half a point lower across tasks, highlighting the need for targeted bilingual support.
 - **Student Academic Outcomes:** In 2024–2025, California adopted new SBAC labels—*Minimum*, *Developing*, *Proficient*, and *Advanced*. Results are grouped into *Minimum/Developing* and *Proficient/Advanced*, which align with prior years’ reporting and allow direct comparison of progress of status and change. Results for the last 4 years are compared with both the statewide middle school average and a State Comparison Cohort of middle schools in California.
 - **English Language Arts:** Performance showed steady improvement across all groups from 2021–2022 through 2024–2025. The percentage of students performing at the Proficient or Advanced levels in School2Home Partner Schools increased from 32.7% in 2022 to 34.8% in 2025, reflecting stronger growth than in both the state and comparison schools. From 2023–2024 to 2024–2025, School2Home Partner Schools showed their strongest year-to-year improvement, rising from 31.7% to 34.5%, a 2.8-point gain compared with a 2.6-point increase

^{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.

for Comparison Schools and a 2.2-point rise statewide. This suggests that Partner Schools are accelerating their progress and continuing to narrow the gap with the state middle school average as shown in the following chart:



- **English Reclassification:** Reclassification rates declined statewide and among School2Home Partner Schools from 2022–2023 to 2024–2025. State rates dropped from 23.7% to 20.5%, while Partner Schools declined from 22.4% to 17%, widening the gap slightly. This trend suggests continued challenges in advancing English Learners to proficiency.
- **Math:** Math proficiency has improved steadily across all groups since 2021–2022, with School2Home Partners consistently outperforming the Comparison Schools and making notable progress toward the state average. Partner Schools increased from 15.1% to 21.3% over four years—a 6.2-point gain, compared with a 5.3-point gain for Comparison Schools and a 4.3-point gain statewide. From 2023–24 to 2024–25, Partner Schools posted their largest annual increase, rising 4.2 points (from 17.1% to 21.3%), compared with 3.2 points for Comparison Schools and 2.3 points statewide. This strong growth indicates that Partner Schools are accelerating improvement in math achievement at nearly double the rate of English Language Arts as shown in the following chart:



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