



**SCHOOL2HOME
REQUEST FOR PROPOSALS
Independent Evaluator
Proposal Submission Deadline: Tuesday, May 15, 2018**

Overview

The California Emerging Technology Fund (CETF) is seeking experienced evaluators and/or researchers to assist in implementing the Evaluation Core Component of School2Home, an initiative to integrate technology into teaching and learning with deep parent engagement at low-performing middle schools to close both the Achievement Gap and Digital Divide. Evaluation is one of 10 Core Components of School2Home and is used to inform and drive continuous improvement. CETF intends to engage independent evaluation expertise for the 2017-2018 school year with the option of continuing the engagement through the 2021-2022 school year, depending upon the quality of work products from the consultant(s) and mutual agreement. The overall scope of work includes: (a) gather information and analyze data as described in the Framework; and (b) prepare the Evaluation Report for CETF Board of Directors to guide School2Home implementation and evolution in the future. The Evaluation Report also will be used to inform partners, policymakers, and funders.

It is envisioned that the Independent Evaluator will become familiar with and use the existing evaluation tools with support from CETF Management and the School2Home Team to conduct the 2017-2018 evaluation and prepare the Evaluation Report. Interview protocols and presentation formats will be developed and/or refined through mutual consultation and collaboration. As the Independent Evaluator gains a deeper understanding of School2Home and greater experience with partner schools and districts, CETF will welcome input from the Evaluator on revisions and improvements to the Evaluation Framework and methodologies.

Below are an Overview of School2Home, Theory of Change and Logic Model, and Tables of Active and Alumni Partner Schools. Please visit www.School2Home.org for more information.

School2Home Evaluation Framework and Methodology

The School2Home Evaluation Framework is formative-qualitative and summative-quantitative based on subjective and objective data collected through a range of methodologies from a variety of data sources, including interviews, site visits, surveys of participants, government data (test scores and other indicators), and other published information. Overall, the Evaluation Report will determine the magnitude of effect of the School2Home intervention on 3 dimensions of impact: (1) integration of instructional technology into teaching and learning (including school leadership, teacher professional learning, student involvement, parent engagement, and home Internet access); (2) change in student academic achievement; and (3) evolution of education practice and policy to close the Achievement Gap and Digital Divide.

The Evaluation Framework includes the following elements which the Independent Evaluator must address and complete:

- Review and Assessment of School2Home Partnership Agreements, Frameworks, Work Plans and Management Background Information and Implementation Status Reports
- Interviews of Principals and School Leadership Teams, Site Visits, Classroom Observations
- Summary and Analysis of Surveys of Participants
 - Teachers (>90% Participation)
 - Parents (>70% Participation)
 - Students (>70% Participation)
- Analysis of Academic Achievement by Schools, including Smarter Balanced Assessments, District Local Control and Accountability Plan (LCAP) Goals, and Other School Objectives and Measurements for Success and Academic Performance
 - SBAC Performance Compared to School Historical Trends (comparison of academic performance to past and historical trends for the school before the program)
 - SBAC Performance Compared to Cohort of Similar Schools (comparison of academic performance to similar schools socio-demographically in district and statewide)
 - Academic Achievement and Performance in Comparison to LCAP Goals
 - School Objectives and Measurements (including self-reported data such as attendance, grades, and other metrics)
 - Longitudinal Academic Performance through Graduation (analysis of contribution of School2Home to long-term academic performance if district establishes methodology for tracking student achievement through graduation)
- Analysis and Summary of California Education Dashboard for Each School
- Assessment of School Compliance and Performance in Comparison to Local Control Funding Formula (LCFF) 8 Priorities (see below) and the Local Control and Accountability Plan (LCAP)
- Assessment of the School Integration of Technology in Relation to the SAMR Model (by the Principal, School Leadership Team, and Independent Evaluator Observation)

Below is the matrix of the LCFF 8 Priorities developed to explain the relevance of School2Home in achieving State Standards. This will be a starting point to develop a more robust rubric for assessing school alignment with the LCFF 8 Priorities.

1. Student Achievement <ul style="list-style-type: none"> • Test Score Gains • English Proficiency • College and Career Readiness <i>√ Digital Literacy and Proficiency</i>	2. Student Engagement <ul style="list-style-type: none"> • Attendance • Dropout Rates • Graduation Rates <i>√ Technology for Student Engagement</i>	3. Implementation of New Standards <ul style="list-style-type: none"> • CCSS and SBE Academic Content • SBAC Adaptive Assessments • CAASPP, California Education Dashboard <i>√ Technology Integration into Instruction</i>
4. School Climate <ul style="list-style-type: none"> • Suspensions, Expulsions • Student and Professional Supports <i>√ Technology Access, Online Tools</i>	5. Parent Involvement <ul style="list-style-type: none"> • Efforts to Seek Parental Input • Evidence of Parent Participation <i>√ Home Device-Internet Access and Use</i>	6. Course Access <ul style="list-style-type: none"> • Access Core Academic Subjects, STEM, Arts (STEAM), and Physical Education <i>√ Online CCSS-Aligned Courses</i>
7. Basic Services <ul style="list-style-type: none"> • Prepared and Supported Teachers • Access to Materials (Digital Tools) • Adequate Facilities (Devices) <i>√ Home and School Access to Computing Devices and Internet</i>	8. Other Student Outcomes <ul style="list-style-type: none"> • Completion of College/Career Pathway • Completion of a Workplace Learning or Community Service Experience <i>√ Use of Technology for Digital Literacy Skills and College/Career Preparation</i>	<i>√ Technology (Access to Computing Devices and High-Speed Internet) and Digital Literacy Skills with Proficiency are Essential for Implementation and Assessment of State Education Standards</i>

√ Relationship of School2Home to LCFF 8 Priorities

Roles and Responsibilities for School2Home Evaluation Elements

Evaluation Element	School2Home Team	External Evaluator
Status of Implementation in Comparison to School2Home Partnership Agreements, Frameworks and Work Plans	Compile copies of Partnership Agreements, Frameworks and Work Plans. Prepare summaries of implementation status. Provide demographic data by school.	Confer with CETF Management about assessment criteria. Review all documents and assess implementation status. Formulate observations about the school demographics.
Interviews with Principals and School Leadership Teams, Site Visits, Classroom Observations	Contact Principals and School Leadership Teams and assist in scheduling appointments for interviews, site visits, and classroom observations.	Conduct and summarize each interview in a separate written report for CETF management. Prepare an overview of interviews and observations (with representative quotes).
Surveys of Participants: — Teachers — Students — Parents	Gather input from partners, approve surveys, and establish procedures on SurveyMonkey. Manage process and gather surveys from each school.	Summarize survey results in an agreed-upon format developed collaboratively after review of past reports. Analyze survey results in overall observations.
Academic Achievement — Smarter Balanced Assessments (SBAC): ○ School Historical Trends ○ Cohort of Similar Schools ○ Longitudinal Performance — LCAP Academic Goals — School Performance Goals (Academic and Other)	Provide SBAC historical scores for each school and perspectives on past findings on academic performance. Review LCAP and School Performance Goals (academic and others in Frameworks). Work with districts for longitudinal tracking of performance. Provide input on approach and presentation.	Collect SBAC scores for school year for each school and analyze in comparison to: ○ School Historical Trends ○ Cohort of Similar Schools ○ Longitudinal Performance Select cohort of similar schools within district and statewide for comparison and analysis. Assess school performance in comparison to LCAP and School Performance Goals.
California Education Dashboard	Collect latest dashboard reports for each school. Provide input on format.	Analyze dashboards and summarize observations in an agreed-upon format.
LCFF 8 Priorities and LCAP	Delineate CETF perspective on relevance of School2Home to LCFF 8 Priorities and LCAP. Provide input on format.	Assess school implementation of School2Home in relationship to LCAP and LCFF 8 Priorities in an agreed-upon format.
SAMR Model	Delineate CETF perspective on relevance of SAMR Model. Provide input on format.	Assess school use of SAMR Model and integration of technology into teaching and learning in agreed-upon format.

Eligibility and Qualifications

All qualified evaluation and research consultants and firms (private and non-profit) are eligible to submit proposals. Applicants must have: established expertise in assessments of K-12 education and instructional technology programs; respected experience in and demonstrated understanding of low-income communities in California; and a recognized record of successful program evaluation. It is essential that applicants be willing to work collaboratively with CETF, School2Home Team, school partners and other stakeholders in refining the design and implementation of the Evaluation Core Component. Further, it is vital that applicants understand that Evaluation is an integral part of a compendium of comprehensive interventions that supports continuous improvement in the other Core Components.

The selected Independent Evaluator contractor must demonstrate the following qualifications:

- Skills in research project design and implementation.
- Ability to manage a multi-faceted evaluation project focused on several variables.
- Leadership in project organizational leadership for project management.
- Expertise in efficiently gathering, compiling, and analyzing data.
- Sensitivity in effectively conducting in-depth interviews of a spectrum of participants.
- Capacity to review and summarize extant reports and published research.
- Excellence in writing concisely, clearly, and logically with compelling graphics.

All written work products must comply with the CETF Writing Style Guidelines and be submitted both electronically (non-pdf and pdf formats) and in hard copy.

Criteria for Selection of Independent Evaluator

Proposals will be reviewed and scored according to the following criteria:

- Alignment with qualifications (stated above).
- Clarity, specific, and quality (not quantity) of the proposal (requirements below).
- Cost-effectiveness of the proposal (quality of proposed work products in comparison to estimated budget and allocation of resources).
- Strength and credibility of references.
- Quality of prior work products.

Assessment and scoring of proposals shall remain confidential and internal to CETF. As stated below, applications will be reviewed and scored as they are received. Interviews will be scheduled for highly-qualified proposals soon after submission. Thus, interested applicants are encouraged to submit quality proposals as soon as possible and no later than May 15, 2018.

CETF is working to select and notify an Independent Evaluator by Tuesday, May 22, 2018 to begin participation in interviews, site visits, and classroom observations as of Wednesday, May 23, 2018, though Friday, June 15, 2018. Applicants must be prepared to begin work immediately, beginning with participation in interviews as other tasks are being planned and organized. CETF will engage the Independent Evaluator through a contract and agreed-upon payment schedule based on deliverables (not hourly fees). All work products related to the Evaluation Report shall become the intellectual property of CETF in the public domain.

Timeline for School2Home Evaluation Report 2017-2018

Activity	Date and Completion
Release of Request for Proposals for School2Home Evaluator	April 16, 2018
Information Conference Call for Interested Respondents	April 30, 2018, 2PM
Deadline for Submission of Proposals	May 15, 2018, 5PM
Email Confirmation of Receipt of Proposals	As Received, by May 16, 2018
Applicant Interviews of Highly-Scored Proposals	As Proposals Are Received
Selection and Notification of Independent Evaluator	May 22, 2018
Participation in Interviews, Site Visits, Classroom Observations	May 23, 2018 – June 15, 2018
Planning Meeting with CETF-School2Home and Evaluator	Week of June 18, 2018
Transmittal of Management Documents by School2Home Team	By June 29, 2018
Deadline for Submission of Teacher, Student, Parent Surveys	June 30, 2018
Submission of Assessment of Management Documents	July 16, 2018
Transmittal of Survey Data to Independent Evaluator	July 16, 2018
Transmittal of CETF and School2Home Comments and Edits on Assessment of Management Documents	July 20, 2018
Mutual Agreement on Report Table of Contents and Format	By July 20, 2018
Submission of Summaries of Interviews with Principals and School Leadership Teams, Site Visits, and Overall Observations	July 27, 2018
Submission of Assessment of Compliance with and Relationship to LCFF 8 Priorities and LCAP	August 17, 2018
Submission of Assessment of Progress Relative to SAMR Model	August 17, 2018
Submission of Proposed Cohorts of Schools	August 17, 2018
CETF and School2Home Approval of Cohorts of Schools	August 31, 2018
Submission of Survey Analyses and Presentation (Charts, Graphs)	August 31, 2018
Transmittal of CETF and School2Home Comments and Edits on Survey Analyses and Presentations (Charts, Graphs)	September 7, 2018
Submission of Proposed Report Table of Contents and Outline	September 7, 2018
Reach Agreement on Report Table of Contents and Outline	September 14, 2018
Anticipated Release of CDE SBAC Data	August – September 2018
Submission of Summary and Analyses of SBAC Data	September 26, 2018
Submission of Summary and Analyses of Dashboards	October 5, 2018
Transmittal of CETF and School2Home Comments and Edits on Summary and Analyses of SBAC Data and Dashboards	October 12, 2018
Submission of Draft Evaluation Plan	October 15, 2018
Transmittal of CETF and School2Home Comments and Edits on Draft Evaluation Plan	October 22, 2018
Submission of Final Evaluation Plan	October 30, 2018
Presentation to Partner Schools and Stakeholder Groups	November 2018

Proposal Requirements and Submission Deadline

Please submit no later than Tuesday, May 15, 2018 (5PM Pacific Time) a concise proposal with specific information organized as set forth below. A conference call for interested consultants will be conducted on Monday, April 30, 2018 at 2PM (interested parties will be sent information for the conference call upon registration). Proposals from qualified applicants will be reviewed and scored when received. Interviews will be conducted soon after submission of proposals that are highly scored by CETF.

Cover Page

State the legal name, dba if relevant, and mailing address of the firm as well as the names and titles of the chief executive, project manager and all members of the project team along with complete contact information (email address, mailing address, telephone, fax).

Statement of Interest and Description of Qualifications

Explain why you are interested in becoming the Independent Evaluator for School2Home and describe how you and/or firm meet the requisite qualifications. Please confirm in writing that you are available to participate in site visits to schools on May 23, 2018.

Organization of Work

Delineate how you propose to organize and manage each element in the Evaluation Framework (associated tasks and activities with a timeline in a clear and effective format).

Allocation of Resources and Budget

Indicate personnel who will be assigned to each element (and associated tasks and activities) in the Evaluation Framework and provide an estimate of the value of resources allocated to each element. Please note: The current annual budget for the School2Home Evaluation Component is approximately \$90,000 including fees and expenses (travel and publication of Report). If you are sincerely interested in working with CETF to evaluate School2Home but project a higher cost (fees) than the approved annual budget, please submit an explanation along with your estimated budget value.

Project Personnel Resumes

Attach the resumes of all assigned project personnel.

References

Provide references from at least 3 previous clients or engagements. Include name and all contact information for each individual reference.

Examples of Prior Work

Attach 3 examples of prior program evaluation work that are relevant to this project.

Registration and Proposal Submission

Register ASAP for Information Conference Call on Monday, April 30, 2018, 2PM PT and
Submit Proposals No Later Than Tuesday, May 15, 2018, 5PM PT
via email to **Agustin Urgiles, School2Home Executive Manager**, agustin.urgiles@cetfund.org



School2Home Overview

School2Home is an innovative statewide initiative to close both the Achievement Gap and Digital Divide at low-performing middle schools by integrating the use of Internet-enabled computing devices into teaching and learning coupled with significant parent engagement. School2Home is anchored in research and best practices for improving academic performance and effectively using technology. The program was designed by leaders from public, private, community and philanthropic sectors with two major goals:

- To improve student academic accomplishment at low-performing middle schools to help close the Achievement Gap.
- To increase the adoption of computing skills and affordable home Internet service by the families of underserved middle school students to help close the Digital Divide.

School2Home employs a compendium of mutually-reinforcing interventions that transform school culture to improve student outcomes on a range of measures. School2Home provides the essential framework to turn around low-performing schools and the requisite platform for innovative pedagogy, personalized learning, and Common Core State Standards. It is consistent with the goals and priorities of Local Control Funding Formula implementation. And, it helps students acquire deeper learning skills they need to succeed in a digital world.

School2Home 10 Core Components

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



THEORY OF CHANGE

The Logic Model

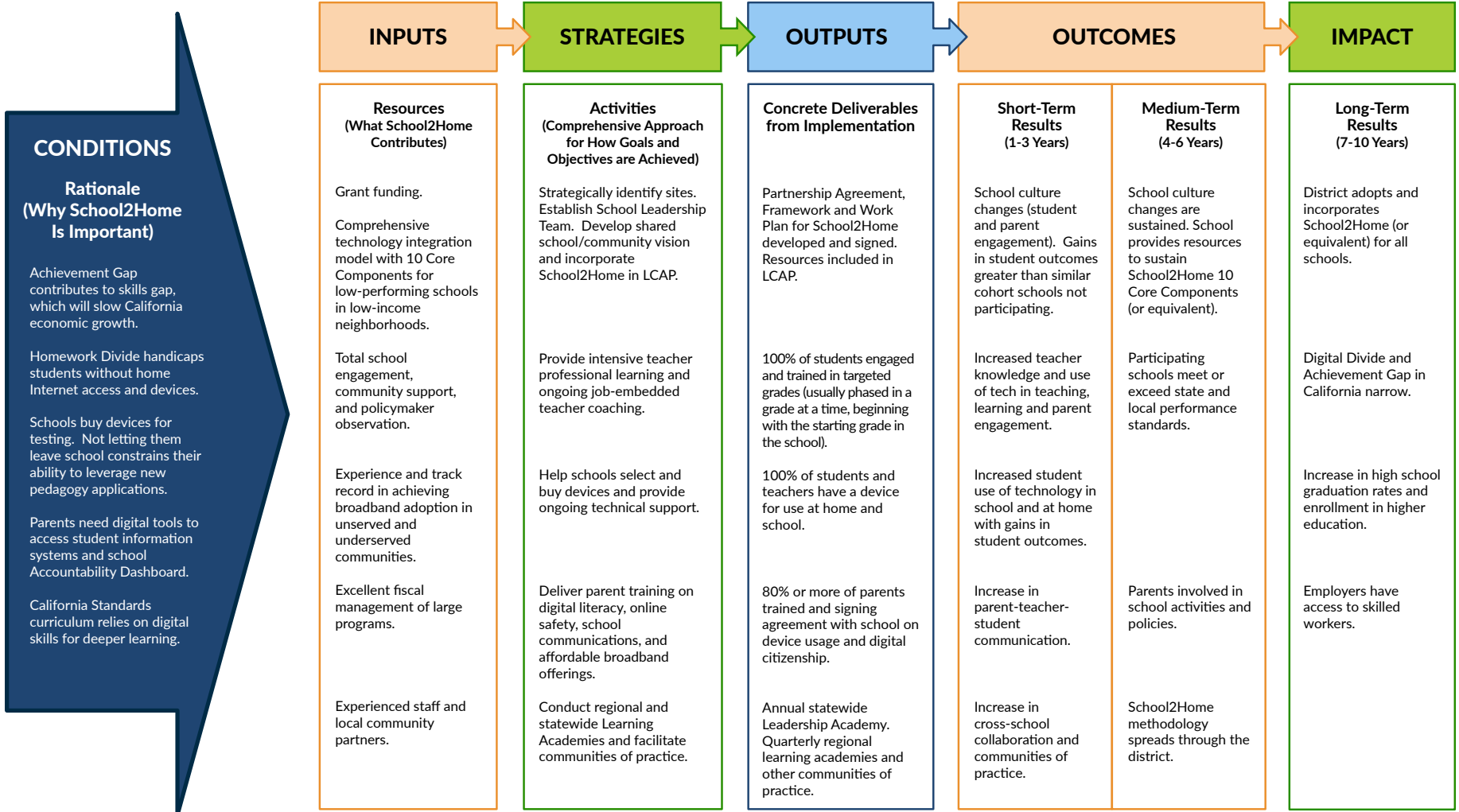
The School2Home Theory of Change includes the following major tenets: (1) Digital literacy and deeper learning skills are critical for success in the today's digital world, and are especially important for children in poverty, many of whom lack access to technology at home. (2) Schools serving children in low-income neighborhoods face many challenges and require technical assistance to use technology effectively for improving student outcomes. (3) Improved student academic performance is best achieved through a comprehensive set of strategies that builds the long-term capacity of school leaders and teachers and establishes a culture of innovation and accountability. (4) Effective technology integration programs must be carefully planned and supported by all key stakeholders. (5) Regional and statewide communities of practice or learning communities will foster lasting systemic change.

The School2Home 10 Core Components each are a discrete intervention supported by research and evidence. They are integrated into a comprehensive program that transforms the culture of a school to a high-performing organization. When implemented with fidelity over 3 to 5 years, School2Home will result in: stronger school leadership and an improved learning environment; more technically-proficient teachers who are able to incorporate technology into teaching and parent engagement; more parents who are involved in their child's learning; extended learning beyond the school day; and accelerated academic performance improvement. Changes in school leaders, teacher, parents, and students will be expected and measured in common goals, objectives, and outcomes that align with California's priorities for education. This Theory of Change is presented in the Logic Model.

This Logic Model was developed to inform the design of School2Home and refined through implementation and annual evaluations since being launched during the 2009-2010 school year. The graphic representation of the Logic Model sets forth the interventions and shows the links between required resources, activities and outputs to achieve short-term (1-3 years), medium-term (4-6 years), and long-term (7-10 years) outcomes and impact. Short-term outcomes refer to changes at the organizational and individual levels in attitudes, knowledge, and skills. Medium-term outcomes relate to changes in policies, practices and programs at the school and community levels. Given that short-term and medium-term outcomes for the school, teachers, students and parents are the critical path for long-term impact on systems at the district and state levels, more detailed outcomes are delineated in the tables following the graphic. School2Home continuously monitors research in the field to inform practices essential to student success. The Logic Model serves as a guiding frame for evaluating School2Home.

SCHOOL2HOME LOGIC MODEL

Overarching Goal: Close Achievement Gap and Digital Divide in California



Context for Outcomes and Impact

The quality of outcomes and the magnitude of impact depend on the fidelity of implementation of all 10 Core Components of School2Home. It is essential that school leaders invest sufficient quality time before implementation in the first Core Component of Planning, Assessment and Leadership to develop a Framework and Work Plan that are understood, internalized and embraced by all school personnel. This process typically will take 3 – 6 months. Launch of implementation ideally coincides with the beginning of a school year with adequate preparation and distribution of information to students and parents in advance.

Short-Term Outcomes for School2Home (1 – 3 Years): Expected changes at the individual level in attitudes, knowledge and skills following School2Home interventions: Planning, Assessment and Leadership; Technology Bundles (1-to-1 device environment); Teacher Professional Learning; Teacher Coaching and Mentoring; Parent Engagement and Education; and Learning Academies. These benchmarks are used to assess outcomes in the site visits, interviews and surveys for Evaluation.

<p>School (Principal)</p>	<ul style="list-style-type: none"> • Support technology integration in their school, complete the annual School2Home Framework in a timely manner, and lead implementation of School2Home with regular meetings of the School Leadership Team. • Allocate requisite resources and secure funding for student devices, coaching and other Core Components. • Reinforce digital citizenship practices by engaging with students and parents to foster appropriate behavior. • Distribute information about affordable high-speed Internet service offers and encourage adoption. • Incorporate School2Home into the Local Control Accountability Plan to support at least 6 of the 8 state priorities.
<p>Teachers</p>	<ul style="list-style-type: none"> • Enhance pedagogy with technology (use the SAMR model to assess technology integration). • Know and teach California standards especially those related to technology, digital media and digital citizenship. • Meet California Standards for the Teaching Profession (CSTP) and the corresponding International Society for Technology in Education (ISTE) Standards: <ul style="list-style-type: none"> ◦ 1.4: Using a variety of instructional strategies resources and technologies to meet students’ diverse learning needs. (ISTE 4c, 5b) ◦ 2.2: Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. (ISTE 1c, 3a, 5c, 6b) ◦ 3.5: Using and adapting resources, technologies, and standards-aligned instructional materials, including adoptive material, to make subject matter accessible to all students. (ISTE 2b, 2c)

	<ul style="list-style-type: none"> ◦ 5.6: Using available technologies to assist in assessment, analysis, and communication of student learning. (ISTE 7a, 7b, 7c) ◦ 6.2: Establishing professional goals and engaging in continuous and purposeful professional growth and development. (ISTE 1a) ◦ 6.3: Collaborating with colleagues and the broader professional community to support teacher and student learning. (ISTE 1b) ◦ 6.4: Working with families to support student learning. (ISTE 4b, 4d) ◦ 6.7: Demonstrating professional responsibility, integrity and ethical conduct. (ISTE 3c, 3d) • Develop and practice personalized learning opportunities for students. • Share lessons that integrate technology with other teachers in a “community of practice.”
Parents	<ul style="list-style-type: none"> • Support their students in adhering to digital citizenship standards. • Use the parent portal of the school student information systems to oversee their student’s performance and engage with school personnel. • Use the school-provided device responsibly to learn and support daily living. • Purchase and maintain a high-speed Internet service plan. • Understand and use the California School Dashboard to regularly check school performance.
Students	<ul style="list-style-type: none"> • Behave according to digital citizenship guidelines. • Learn and comply with the California standards, especially those related to technology use and digital media. • Become more engaged in learning, both on their own and with others, logging more time on tasks at home. • Demonstrate improved engagement with school (reduced disciplinary problems and absenteeism). • Meet or exceed California Standards in English Language Arts, Math and Science.

Medium-Term Outcomes (3 – 6 years): Expected changes in practices, programs and policies at the school, district and community level with accelerated improvement in student academic performance.

<p>School</p>	<ul style="list-style-type: none"> • Achieve gains in both status and progress in student performance measures, especially for underserved student groups, on state and local priorities. • Provide ongoing resources to implement the 10 Core Components after the initial School2Home implementation to ensure the intervention is fully integrated into ongoing efforts to improve student outcomes and stakeholder accountability. • Serve as a model and a resource for other schools that want to use School2Home methods and tools.
<p>District</p>	<ul style="list-style-type: none"> • Complete device specification, purchase, replacement, and repair cycles annually. • Incorporate School2Home in the district LCAP and budget as well as other official documents to increase the use of School2Home in other district schools with fidelity and appropriate resources. • Engage in meaningful parent and stakeholder engagement to build broad-based support for School2Home from parents, businesses, local elected officials, and community based partners.
<p>Community</p>	<ul style="list-style-type: none"> • Advocate the use of School2Home as an effective intervention for improving student outcomes in low-performing schools at LCAP and other community outreach meetings and augmenting school-site implementation with additional resources. • Include School2Home in broader collective action initiatives, such as Neighborhood Transformation, that are focused on improving conditions for underserved communities. • Implement city and countywide strategies to close the Digital Divide by adopting comprehensive Digital Inclusion Action Plans that meet the needs of underserved communities and the agencies that serve them.
<p>State</p>	<ul style="list-style-type: none"> • Approve policies and articulate professional standards that support ethical implementation of education technology, digital material and other digital resources that support student learning at school and at home, engage parents, and address the uneven distribution of technology that exists among high and low-performing schools. • Allocate funding to School2Home to provide targeted technical assistance and capacity building to districts and schools that have significant achievement gaps as identified on the California School Dashboard. • Pursue state and national policies to close the Digital Divide in underserved communities and support coordinated Digital Inclusion and broadband deployment initiatives to this end.

About School2Home

School2Home was developed and is led by the California Emerging Technology Fund. School2Home is an innovative statewide initiative to close both the Achievement Gap and Digital Divide by integrating the use of broadband-enabled computing devices into teaching and learning coupled with significant parent engagement at low-performing middle schools. It is anchored in research and best practices for improving academic performance and effectively using technology. School2Home was designed by leaders from public, private, community and philanthropic sectors with two major goals:

- To improve student achievement at low-performing middle schools in California to help close the Achievement Gap.
- To increase the adoption of computing skills and broadband service by the families of underserved middle school students to help close the Digital Divide.

School2Home employs a comprehensive set of inter-related interventions to transform school culture in ways that support improved student outcomes on a wide range of measures. School2Home is the essential framework to turn around low-performing schools and the requisite platform for innovative pedagogy, personalized learning, and implementation of Common Core Standards. It is consistent with the Local Control Funding Formula (LCFF) reforms and implementation, the new school finance system in California adopted into law in 2013. Consistent with LCFF priorities, School2Home addresses academic attainment, school climate and parent engagement.

**School2Home Active Partner Schools in Southern California
2017 – 2018**

School District	School	Grades	Total Number of Students	Number of Participating Students	Years in Program
Inglewood Unified School District	Crozier Middle School	7, 8	641	641	4
Los Angeles Unified School District	Robert Louis Stevenson Middle School	6, 7, 8	1,227	600	8
	John Muir Middle School	6, 7, 8	800	800	5
	James Madison Computer Science and Engineering Middle School Magnet	6, 7, 8	396	396	5
	Edwin Markham Middle School	6, 7, 8	800	110	2
	Mark Twain Middle School	6, 7, 8	700	100	2
	San Fernando Institute of Applied Media	6, 7, 8	409	409	5
	Joseph Le Conte Middle School	6, 7, 8	890	420	2
	Christopher Columbus Middle School	6, 7, 8	705	200	2
	San Fernando Middle School	6, 7, 8	811	273	2
	Orchard Academy 2C	6, 7, 8	459	50	1
	Maywood Center for Enriched Studies (<i>Charter School</i>)	6, 7, 8	1,025	520	1
	LA Promise <i>Charter</i> Middle School	6, 7	179	148	
	Monsenor Oscar Romero <i>Charter Middle School</i>	6, 7, 8	334	100	1
	Riverside Unified School District	Central Middle School	7, 8	643	643
Chemawa Middle School		7, 8	883	883	6
University Heights Middle School		7, 8	801	801	6
San Bernardino City Unified School District	Arrowview Middle School	6, 7, 8	1,111	1,111	2
	Curtis Middle School	7, 8	818	818	2
	Del Vallejo Middle School	6, 7, 8	562	562	2
	Golden Valley Middle School	6, 7, 8	843	843	2
	Serrano Middle School	7, 8	839	839	2
Totals			15,876	11,284	

**School2Home Alumni Partner Schools in Northern California
2017–2018**

School District	School	Grades	Total Number of Students	Number of Participating Students	Years in Program
Alum Rock Union School District*	Clyde L. Fischer Middle School* (Partners: San Jose Mayor's Office, SVEF and East Side Alliance)	6, 7, 8	352	352	1
Bayshore Elementary School District	The Bayshore School (BESD) (formerly Robertson Intermediate School)	5, 6, 7, 8	187	55	2
	Thomas R. Pollicita Middle School (JESD)	6, 7, 8	676	676	2
Jefferson Elementary School District	Benjamin Franklin Intermediate School (JESD)	6, 7, 8	803	803	2
	Fernando Rivera Intermediate School (JESD)	6, 7, 8	506	506	2
Partner: San Mateo County Office of Education	Franklin D. Roosevelt Elementary School (JESD)	K-6	401	35	2
Oakland Unified School District	West Oakland Middle School	6, 7, 8	179	179	3
Sacramento City Unified School District	Leataata Floyd Elementary School (Partner: Valley Vision)	K-6	346	132	3
West Contra Costa Unified School District	Lovonya DeJean Middle School	7, 8	457	457	4
Winters Joint Unified School District	Winters Middle School	6, 7, 8	371	371	4
	Shirley Rominger Intermediate School	5	686	110	2
	Winters High School	9, 10, 11, 12	442	442	2
	Wolfskill Continuation School	9, 10, 11, 12	38	35	2
Totals			5,444	4,153	

*The partnership with the San Jose Mayor's Office is ongoing and the participating schools in San Jose will be evaluated in following years along with other Active Partners.