



School2Home **Empowering Students – Transforming Lives**



School2Home is a statewide cost-effective initiative to close both the Achievement Gap and Digital Divide by integrating computing and broadband technologies into the teaching and learning in low-performing middle schools in California with an intense focus on parent engagement and education. School2Home provides the essential framework anchored in best practices to turn around low-performing schools and the requisite platform to support Common Core Standards, innovative pedagogy, or other school-improvement initiatives. School2Home is a partnership planned with purpose in collaboration with districts and schools.

Once School2Home has been fully implemented into all grades such that the culture of using technology to engage parents and drive education improvement has been “rooted”, participating schools are showing significant gains in academic performance that outpace comparable schools and exceed district and statewide averages. Further, this true partnership to optimize parent engagement results in the computing devices being used daily by teachers and students, valued by families, and conscientiously cared for to minimize loss (usually no more than with textbooks).

For more information, please:

Contact Agustin Urgiles at (213) 443-9952 x3202 or agustin.urgiles@cetfund.org

Visit www.school2home.org

View School2Home video at <http://www.school2home.org/s2hvideo>



Closing the Achievement Gap and the Digital Divide in California

School2Home is an innovative statewide program to close both the Achievement Gap and the Digital Divide by integrating the use of broadband-enabled computing technologies into the teaching and learning processes coupled with significant parent engagement at low-performing middle schools throughout California. School2Home has two major goals:

- To increase 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.

Essential Framework to Turn Around Low-Performing Schools: 10 Core Components

School2Home supports school districts, administrators, principals, teachers, parents, and community leaders who are committed to improving the academic performance for all students and ensuring they have the essential skills to succeed in a digital economy. It is anchored in extensive analysis of successful technology programs, research on effective parent engagement, and best practices to improve schools. School2Home has 10 Core Components:

- **Planning, Assessment, and School Leadership:** A School Leadership Team is formed to develop a work plan and oversee implementation of School2Home.
- **Technology Bundles for Students and Teachers:** All students receive a computing device to use in the classroom and at home with their families. All teachers receive a device as well.
- **Teacher Professional Development:** Teachers receive 24 hours of professional development on integrating technology and project-based learning into classroom instruction and homework, and using the technology to engage parents and sustain their involvement in education.
- **Teacher Coaching and Mentoring:** Technology coaches and subject-focused champions are designated and supported to provide embedded professional development to their peers.
- **Parent Engagement and Education:** Parents receive 6 hours of training on basic digital literacy, online safety, communicating with the school, and supporting their child's education.
- **Student Tech Expert Development:** Students are recruited and trained to help provide basic school-site technical support to other students, teachers, and families.
- **Online Resources:** The School2Home website provides support and assistance to teachers for lesson preparation and to parents to engage with schools and acquire digital skills.
- **Learning Academies:** Principals and teachers participate in workshops and online learning communities to share best practices and learn from one another.
- **Affordable Home Internet Access:** Information about affordable broadband service offers and availability of public broadband access centers is shared with the parents.
- **Evaluation:** A comprehensive annual evaluation process provides feedback schools for accountability and input to program managers for continuous improvement of School2Home.

Requisite Platform for Innovative Pedagogy and Common Core Standards

All school-improvement initiatives and innovative pedagogy—project-based learning, blended learning, online courses, and individualized learning—as well as implementation of Common Core Standards and Smarter Balanced Assessments are supported and optimized with School2Home.

Effective Strategy to Increase Broadband Adoption in Low-Income Neighborhoods

School2Home not only is improving academic performance above district and statewide gains, but it also is increasing broadband adoption. Following participation in School2Home parent training, on average there is an increase in broadband subscriptions among Spanish-speaking parents of about 50% and about 10% for English-speaking parents.

A Strategic and Wise Investment in the Future

The California Emerging Technology Fund (CETF) committed \$7 million to develop and implement School2Home. CETF is partnering with 10 districts to implement School2Home in up to 20 schools as a “critical mass” of pacesetters to drive public policy and transform education practice, especially for schools in low-income neighborhood. CETF seeks strategic investment partners.



Evaluation Report for 2014-2015 School Year Executive Summary

Introduction

School2Home is an innovative statewide program designed to close both the Achievement Gap and the Digital Divide by integrating the use of computing and broadband technologies into teaching and learning at low-performing middle schools throughout California. By focusing on these schools, School2Home reaches students who are statistically less likely to perform well in school and more likely to lack access to digital tools than their peers in high-performing schools. School2Home is sponsored and managed by the California Emerging Technology Fund (CETF) and is implemented in collaboration with local district and school leadership. School2Home provides a systemic approach to improve education that builds on principal leadership with teacher professional development to infuse technology into the classroom as well as increase parent engagement in low-income communities where parents often do not have the ability to be involved in the school-life of their children and do not have high-speed Internet access at home.

Problem and Significance

Research has shown that increased parent involvement is largely a function of the extent to which administrators and teachers know how to involve parents and how to provide families with easy access to student information with an improved understanding about instruction and assessment. Therefore, effective family and community engagement requires a two-pronged approach to partnering with districts and schools: (a) training and coaching of principals and teachers to involve parents effectively and consistently in supporting student learning and engagement in school; and (b) direct digital literacy training with follow-up for parents on how to collaborate with teachers, find instructionally-relevant online resources, access student assessment information, and utilize technology applications in support of their child's learning.

Approach and Goals

School2Home is the only initiative in California with a major focus on such extensive parent engagement coupled to the use of educational technology to turn around low-performing schools. An exceptional aspect of School2Home is the focus on using current and emerging technology as a tool for augmenting and enabling increased parent involvement with their child's education. Linking parent and community engagement with technology tools in the learning environment is an essential strategy for turning around low-performing schools. The primary goals are:

- To increase 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.

Significant Results to Date

School2Home implementation expanded to 4 new sites for a total of 11 schools in 2014-2015: 4 schools in the Los Angeles Unified School District (LAUSD); 2 schools in Oakland Unified School District (OUSD); 3 schools in Riverside Unified School District (RUSD); 1 in West Contra Costa Unified School District (WCCUSD) and 1 in Winters Joint Unified School District (WJUSD). Among the 11 schools, approximately 260 teachers and 5,500 students and families participated. The schools serve students of families with high levels of poverty and from diverse ethnic populations. All schools have been in Program Improvement status for at least 5 years.

Expanded Use of Technology by Students for Learning

Responses from 2,228 students to the 2015 annual School2Home Student Survey showed the following improvements since 2011-2012:

- 85% increased computer and Internet access at home to support learning, up from 73%.
- 84% use the technology for writing assignments, up from 60%.
- 90% access the Internet for research related to schoolwork, up from 68%.

Increased Home Access to the Internet

Responses to the annual School2Home Parent Survey (362 English and 1,896 Spanish) showed:

- School2Home is narrowing the gap for home Internet access between English and Spanish-speaking families, from 36 percentage points in 2012 down to 7 percentage points in 2015.
- Spanish-speaking parents showed a 75% increase in home broadband adoption since 2012.
- Broadband adoption grew for English-speaking families from 83% to 91% (8-point increase) and for Spanish-speaking families from 71% to 84% (7-point increase) over last year.
- 90% of the Spanish-speaking parents and 75% of English-speaking parents have increased communication about student performance and supporting their child's learning at home.
- 93% of Spanish-speaking parents (82% English-speaking parents) are now able to and frequently use technology to access their child's grades, test results and attendance.

Improved Student Performance

- Stevenson (LAUSD) has out-performed similar schools for 2 years and has made greater gains than similar schools since 2012. Stevenson School2Home students consistently out-perform non-participating students on reading Lexile scores.
- University Heights (RUSD) baseline CAASPP scores exceed the county and statewide scores for clear, purposeful writing and are comparable for effective communication skills. In 2012, it was underperforming comparable schools in the district, the county and state.
- Chemawa and Central (RUSD) baseline CAASPP scores exceed demographically-similar schools in the county and the state.

School administrators noticed differences in students. For example, *"The students were far more comfortable with SBAC. This year, they are pretty serious about how they are taking the test."* A principal whose school launched School2Home this year stated, *"We are doing this to give our kids an advantage they would not have had. That's the payoff."* A teacher observed, *"School2Home has helped our school implement technology into its curriculum in a more organized and productive manner."* And another teacher observed, *"Parents who received S2H training feel empowered to guide their children effectively about digital citizenship and safety."*

School2Home is a Cost-Effective Investment

Implementation costs for School2Home are about \$1,000 per student. This is in contrast to other middle school turn-around programs funded through federal School Improvement Grants (SIG) which average \$1,710 per student (Source: U.S. Department of Education, Institute of Education Sciences). Once School2Home is fully implemented in all grades in a school and the culture of using technology is "rooted" to engage parents and drive improvement in academic achievement, School2Home is sustainable from existing school resources. Further, this true partnership with local districts and schools to optimize parent engagement results in the computing devices being used daily in classrooms by teachers and students, valued by families, and conscientiously cared for to minimize loss (usually no more than for actual textbooks). Thus, School2Home is a very cost-effective investment to help close both the Achievement Gap and Digital Divide.

School2Home Supports Implementation of Common Core Standards

California's implementation of the Common Core Standards includes participation in the Smarter Balanced Assessment Consortium (SBAC), a national initiative involving students taking academic assessments online with results available to parents. This requires that students have access to computing devices and that all schools (and all classrooms) are broadband-enabled with the kind of framework provided by School2Home. An important opportunity as a result of SBAC is teaching parents how to get to and interpret student assessment data, grades, assignments, and other information about their child online. School2Home is the platform for accomplishing that objective. Finally, the rapid increase in parent and child access to and use of mobile technologies connected to the Internet adds more opportunities for involvement of parents in schools with the support and training offered by CETF and School2Home.

School2Home evaluation is conducted by independent professional evaluators Education Support Systems. The complete Evaluation Report is available upon request and online (www.School2Home).



School2Home

An Important Resource in Implementation of Common Core State Standards

Student academic achievement is greatly increased when parents are able to support their children during their educational process and can actively participate in the various programs offered at each school. This is especially true when planning and implementing a new major initiative such as the *Common Core State Standards* (CCSS) and related computer assisted assessment system planned and initiated by the *Smarter Balanced Assessment Consortium* (SBAC). The parents and community at large must have an appreciation and understanding of the new program to be able to support teachers in their efforts to implement changes in student work assignments, expectations, and new student performance assessments resulting from CCSS implementation.

Research has shown that parent involvement is one of the most important variables that effects the implementation and success of any school program. Due to challenging work schedules, lack of familiarity with the educational system and language barriers, effective parent engagement is especially challenging at the numerous low-performing schools often located in underserved communities. For the past five years, School2Home has been developed and funded by the California Emerging Technology Fund (CETF) as well as matching funds from school districts and a variety of other grant programs with the purpose of closing both the Achievement Gap and the Digital Divide by integrating the use of technology into teaching and learning at low-performing middle schools throughout California. School2Home provides the essential framework anchored in best practices to turn around low-performing schools and the requisite platform to support Common Core Standards, innovative pedagogy, or other school-improvement initiatives. School2Home focuses on increasing parent engagement in student learning, improving teacher to parent communications, increasing student achievement motivation, and helping parents to understand student academic and behavioral performance assessments and to learn how the use of technology at home and school supports learning. School2Home is planned in collaboration with districts and schools.

The following is a brief description of the major School2Home activities that could directly and indirectly support the planning and implementation of CCSS and the related computer assisted assessment system:

- **Inform parents about the Common Core Standards:** School2Home can incorporate into its parent training program information from the *CCSS Leadership Planning Guide*, recently developed with input from the California State PTA, California School Boards Association, Californians Together, California State Board of Education, California Department of Education and the Common Core Guide for Parents.
- **Help parents understand the new Smarter Balanced Assessments:** School2Home can provide training and follow-up assistance for parents on understanding the new computer-based formative and summative student performance assessments and the implications for ways that parents can help students with home assignments.
- **Facilitate parents getting involved with their children's school program:** School2Home can provide information for parents on how to work with the school as a volunteer in ways that keep them connected the most educationally relevant school activities and how to connect on-line to school and teacher website.
- **Involve parents in school level planning for CCSS:** School2Home can assist schools establish a core leadership team that includes parents to participate in CCSS related site planning. School2Home can work with the school leadership team and help facilitate the planning process. The facilitation of forming and leading a school leadership team is a core component of School2Home.
- **Help schools plan for technology use to support CCSS:** School2Home can support the school leadership team in planning to incorporate the use of computers, netbooks or tablets to support teaching and learning aligned with CCSS.

- **Help parents judge student performance beyond test scores:** School2Home can assist schools in introducing parents to the assessment process. A major objective for CCSS is to move to assessing student work according to their capacity to apply learning to the completion of projects and higher order problem solving. Parents need training to understand this approach and its value.
- **Provide ongoing updates for parents:** School2Home can provide updates on new and emerging CCSS developments, especially as updates are relevant to actions that parents can take.
- **Provide information about digital resources appropriate to home use:** School2Home can inform and support home use of electronic learning resources and online courses appropriate for home use that support CCSS. Parent workshops provide information about affordable Internet access and teach them how to find information in Spanish and English on the School2Home website.
- **Have parents share home-based instructional activities:** School2Home can facilitate workshops for parents to share information and activities they find useful in supporting student learning and motivation.
- **Use the technology to facilitate school to home communication:** School2Home can provide the training and support to enable increased and ongoing communications between teachers and parents with examples of effective practices. A component of the School2Home parent workshops teaches parents how to access attendance and progress information about their child through the district's parent portal. The School2Home professional development encourages teachers to leverage the access to technology to increase their level of communication with parents who would otherwise not be able to meet with teachers due to restrictive work schedules.
- **Provide teachers with professional development and coaching:** School2Home can provide training and ongoing support for teachers on instructional use of CCSS aligned digital resources and how to adapt such resources to meet local needs of their students. The 24 hours of School2Home professional development prepares teachers to engage students in a technology-rich environment during and after school hours with a focus on increased academic achievement.
- **Provide support and resources to enable students to acquire 21st century skills:** School2Home can help schools engage students in the program to develop deeper technology expertise and problem solving skills. They will be more competent and comfortable using computers and more prepared to use computers during the SBAC testing.
- **Identify CCSS aligned technology applications and instructional resources with documented promise of effectiveness:** School2Home collaborates with other services that review instructional resources such as the California Learning Resource Network (CLRN) and links to the best resources through the School2Home website.
- **Provide parents and teachers with information regarding appropriate safe use of the Internet:** School2Home has a component of professional development that relates to Internet safety for students with advice to parents and teachers. School2Home parent workshops address Internet safety and the promotion of good digital citizenship.
- **Assist parents in using the new CCSS student performance report cards:** School2Home can work with the district to communicate to parents about how to interpret the new CCSS reports, which may contain over 30 categories of information about their children's learning and school behavior related to the new standards.
- **Serve as a partner agency with the school district:** School2Home can be the primary resource to the school district in facilitating and helping maintain the technology and parent involvement component of the Local Control Funding Formula (LCFF) and CCSS implementation plans.
- **Provide School2Home Learning Academies:** School2Home emphasizes peer support through learning communities and has developed Learning Academies and online learning for leadership teams to share best CCSS and parent engagement practices and learn from one another.
- **Provide for external evaluation to document implementation:** School2Home provides for an external evaluation to determine level of implementation of program components, level of use of each component, impact of School2Home on parent involvement, use of technology to support instruction and learning, and to inform changes needed to potentially improve effectiveness.



WHAT EDUCATION LEADERS ARE SAYING ABOUT SCHOOL2HOME

The School2Home program seeks to build on the recommendations of the National Broadband Plan and the National Education Technology Plan. I understand School2Home is committed to helping school leaders and parents work together to improve academic achievement. I also understand that the developers of School2Home have sought from the outset that the program can be taken to scale, is sustainable over the long term, and can be easily replicated. Finally, I understand School2Home is aligned and seeks to support the state's move to Common Core Standards, improved use of data, digital literacy training, digital textbook adoption, and on-line learning. -- **Tom Torlakson, California Superintendent of Public Instruction**

The narrowing of the gap for Internet access in home between English-speaking and Spanish-speaking families was an important step in the right direction as was the expansion in broadband access at home generally. I sincerely believe School2Home should be called on as a statewide model for assisting districts in the importance of thoughtful implementation of both the Common Core and the Local Control and Accountability Plan. In the end, the work of School2Home to close the Achievement Gap by closing the Digital Divide should be a no-brainer to those who really understand, not just the Common Core Standards, but also the big picture Global Economy. --**Delaine Eastin, Former California Superintendent of Public Instruction**

School2Home has, in my view, the best vision for 1:1 programs, compared to many that have been launched in the past decade. S2H's focus on the middle-school grades addresses the pivotal period for young adolescent learners, when they are capable of learning more complex subject matter. School2Home also addresses learning in both home and school settings, compared with some 1:1 programs that focus only on learning during the school hours, a fraction of the entire learning time available to students. Focusing on parents, teachers, and students connects the three legs of the stool needed for a sturdy learning platform. The program's involvement of parents, especially from lower-income and English-learning backgrounds, is very significant, holding the potential for the digital device and training to elevate family learning as a whole and improve health care and job prospects for parents as well as their children. In having students work together in teams to create more ambitious products than one student could accomplish alone, it prepares students for the modern workplace. -- **Milton Chen, Senior Fellow and Director Emeritus, The George Lucas Educational Foundation and Board Member, California Emerging Technology Fund**

WHAT PRINCIPALS AND TEACHERS ARE SAYING ABOUT SCHOOL2HOME

"School2Home knows their stuff. They know how they want to make it work, and I really respect the fact that they're very flexible. They're willing to work with people. They field concerns, and whatever they think makes it work and whatever's at the school site, they really take those things into consideration." -- **Leo Gonzalez, Principal, Robert Lewis Stevenson Middle School, Los Angeles Unified School District**

"School2Home is a cut above the rest. It is putting our students and their parents well into the 21st Century. What this program does is give our students the tools enabling them to compete in our highly technical and advanced workplace. School2Home also integrates all stakeholders, meaning teachers, parents, students, and business organizations, forming a vast technical networking community. I am proud to have School2Home as a learning partner, as a source of meaningful learning, and as a true leader in providing first rate technology and skills to our Stevenson Pirates!!!!" -- **William Martin, Teacher, Stevenson Middle School, Los Angeles Unified School District**

The biggest asset that the **School2Home** program has brought to our community is the heightened level of parent participation. Today, the Central community enjoys a free flow of parental involvement in their student's education that I have never seen in 20 years of public education experience. This is exciting!" -- **Pablo Sanchez, Principal, Central Middle School, Riverside Unified School District**

School2Home is at the frontier of changing the paradigm of teaching and learning so that we are educating children for the 21st century, rather than the 1950's, and helping students share responsibility for their learning. -- **Leah Jensen, Technology Coordinator, Oakland Unified School District**

WHAT PARENTS ARE SAYING ABOUT SCHOOL2HOME

Homework was always a challenge. Doing it on a computer makes her more excited to get it done and easier to email a teacher for help. This alone has caused her grades to go up.

My son has certainly blossomed this year...the technology helps bring out his academic strengths.

My son is now using the computer more as an (education) tool instead of an entertainment system. Technology is a new and wonderful addition to his education.

I love the fact that I can check my daughter's grades at any time, and also make sure she is on top of her school work.

We have become more interactive with teachers, our son's grades are good, and for that we are proud. Thank you, School2Home.

For more information, please:

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FCC Commissioners Visit LA-Area School2Home Partner Schools

At the invitation of School2Home, two commissioners representing the Federal Communications Commission, Ajit Pai and Mignon Clyburn, separately visited two of Los Angeles-area partner schools: San Fernando Institute for Applied Media (SFIAM) and Muir Middle School. Both congratulated the schools for their innovative use of technology to make a positive difference in students' lives. In making a case for expanding broadband to schools at an FCC policy making meeting a few days later in Washington, D.C., the commissioners spoke of what they had learned during their School2Home visits.

FCC Commissioner Ajit Pai: Students will “retain more knowledge thanks to a technology-based approach”



FCC Commissioner Ajit Pai sat in on Mr. Peña's 8th grade class at SFIAM, which was studying world religions. Mr. Peña introduced the concept of tessellation. Commissioner Pai admitted, "I had never heard of the word, but that was soon to change." Mr. Peña asked the students to put the term into Google Images on their iPads. He then asked them to describe what they saw and why they thought Islamic art and architecture used tessellation so extensively. "In their own words—and I confess I did the exercise in my own mind!—the students described an infinitely recurring series of geometric shapes. They then surmised, correctly according to Mr. Peña, that it was used to exemplify the infinite power of God," Commissioner Pai recounted at the D.C. hearing. "I'm pretty confident that those kids did not just hear, but *learned*—that they will retain more knowledge thanks to a technology-based approach."

After leaving Mr. Peña's classroom, he met with SFIAM parents, along with Principal, Institute officials from the Los Angeles Unified School District, the California Emerging Technology Fund and School2Home partner, the Youth Policy Institute. "The parents told me that the school's embrace of technology has had a huge and positive impact on their children. The others suggested that there was even more they could do with a modernized E-Rate program," he said.



Commissioner Pai, with Principal Olivia Robledo, visit a classroom at San Fernando Institute for Applied Media in the Los Angeles Unified School District.



Commissioner Pai met with SFIAM parents, along with officials from the Los Angeles Unified School District, the California Emerging Technology Fund, and School2Home partner, the Youth Policy Institute.

FCC Commissioner Mignon Clyburn: Schools need access to affordable broadband



FCC Commissioner Mignon Clyburn visited Muir Middle School, where she toured three classrooms to observe how the middle school students were using tablet computers, providing real-world examples of the importance of broadband in learning. Principal Kurt Lowry and Muir teachers described how the School2Home program improves student research skills and learning self-sufficiency, in addition to promoting student collaboration and student-teacher communication. The Commissioner also visited with “Mouse Squad” students who meet after-school to learn how to troubleshoot basic IT problems to help their classmates and teachers when they encounter problems.

The Commissioner participated in discussions with leaders from Los Angeles Unified School District, School2Home partner LA's Promise, and the California Emerging Technology Fund. The leaders spoke about the critical need for affordable home broadband for low-income students so students can do their homework, collaborate with other students and ask questions of their teachers after school hours. CETF said there are very few discount broadband offers available in low-income communities in Los Angeles, which greatly disadvantages students seeking to improve their academic performance.

During the FCC workshop examining broadband a few days later, the Commissioner described the enthusiasm of Muir teachers and students over the arrival of tablet computers for each student, and noted to the gathered policymakers that urban schools have as much need for access to affordable broadband as rural schools.



Commissioner Clyburn, with Principal Kurt Lowry, visit a classroom at Muir Middle School in the Los Angeles Unified School District.



Commissioner Clyburn toured Muir with school leaders, Los Angeles Unified School District, the California Emerging Technology Fund, and School2Home partner, LA's Promise.



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

April 8, 2011

To Whom It May Concern:

I am writing today to express my support for School2Home and its continued expansion to more middle schools across California.

I believe in the power of technology to improve the educational experience of our students, close the achievement gap, and reduce the drop-out rate. I also believe the use of technology in our schools can help provide our students with some of the skills they will need in the 21st Century economy.

The School2Home program seeks to build upon the recommendations made in the National Broadband Plan and the National Educational Technology Plan. It is focused on the schools and students in most need by targeting Title I schools in program improvement status. I understand that School2Home is committed to helping school leaders, parents, and guardians work together to improve the academic achievement of students.

I also understand the developers of School2Home have sought from the outset to ensure the program can be taken to scale, is sustainable over the long-term, and can be easily replicated.

Finally, I understand School2Home is aligned and seeks to support the state's move to the Common Core Standards, improved use of data, digital literacy training, digital textbook adoption, and on-line learning.

If you have any questions about my support for the School2Home program, please contact Craig Cheslog, Principal Advisor to the State Superintendent of Public Instruction, Superintendent's Initiatives Office, by phone at 916-319-0554 or by email at ccheslog@cde.ca.gov.

Sincerely,

Tom Torlakson

TT:ccc