

**E-RATE DEPLOYED UBIQUITOUSLY (EDU) 2011 PILOT PROGRAM
WC Docket No. 10-222
Application Deadline: December 17, 2010**

**Young Oak Kim Academy
Los Angeles Unified School District**

Required Information (all applicants):

(1) a full description of the current or planned Applicant Wireless Program, including but not limited to:

a. the nature of the Applicant Wireless Program, including the extent to which the use of connectivity is interactive and utilizes the Internet,

Kim Academy students have access to eight laptop carts, five desktop computers in each classroom, and a STEM lab while they are at school. It is our desire that students have on demand access to Internet resources when off site, to enable extension of classroom learning beyond the school day. Our focus for this program will be incoming 6th graders in order to see students use of technology grow over 3 years. The Wireless Program will also supplement our Computers for Youth Program whereby all families of incoming 6th graders receive a desktop computer and training for family use.

Though the Computers for Youth program is a family centered program the school will use the Wireless Access program exclusively for school related, standards based project based learning, projects.

Target students will receive instruction in Information Literacy Skills, as set out in the International Society for Technology in Education (ISTE) National Education Technology Standards (NETS) for students: These standards identify several higher-order thinking skills and digital citizenship as critical for students to learn effectively for a lifetime and live productively in our emerging global society. These areas include the ability to:

- Demonstrate creativity and innovation
- Communicate and collaborate
- Conduct research and use information
- Think critically, solve problems, and make decisions
- Use technology effectively and productively

Having home connectivity will allow students to take advantage of the online MyAccess program used with the Language Arts Writing Program that otherwise could only be used at school. Other online resources students will use to extend classroom learning include Accelerated Reader (AR) for Reading Comprehension and Assessment and Learning in Knowledge Spaces (ALEKS) for Math intervention

As our partnerships within the community grow it is our desire to offer students opportunities for distant learning via virtual field trips to places such as a scientist's or engineering lab, a production studio, wind turbines, sea labs etc. Through the use of interactive devices students can observe, monitor, shadow and question people actually

working in the field of interest. Many of these programs that are used for virtual field trips, such as NASA, California Parks Online Resources for Teachers and Students (PORTS), and The Los Angeles County Museum of Art (LACMA) offer additional online content and resources which currently can only be accessed from school. With the wireless program, access would be available to students 24/7.

b. how long the Applicant Wireless Program has been in operation and the mobile wireless device(s) being used,

Our Wireless Program is in the planning stages. We will be integrating it with the Computers For Youth Program, which will begin in January 2011. We plan to introduce wireless broadband cards at the beginning of the 2011-12 School Year.

c. a description of any technical issues associated with implementing the Applicant Wireless Program, including an analysis of any problems with the availability of wireless access to students or patrons off the school or library premises and how those issues are being or will be addressed by the school or library,

The major issue is gaining Internet access for our students in their homes. Internet connectivity is an essential component to the curriculum and instructional objectives of the program. Although Computers For Youth offers Internet access to all of the 6th grade families, through surveys of parents, only 25% of the families will be able to afford to pay for the discounted Internet access. This small percentage of student, only 1 in 4, will limit the ability to design and implement projects that will require students to collaborate via the Internet from home.

d. what training has been or will be provided to teachers, librarians, students or parents to implement the Applicant Wireless Program, and

Computers For Youth Family Learning Workshops will be provided to all 6th grade families. These trainings are designed to give parents strategies for engaging in home learning activities—something research has shown improves student performance. Both before and after the Family Learning Workshops, CFY offers professional development to partner schools to help teachers extend classroom learning to the home. CFY's innovative approach supports parents as learning partners, instills powerful school-home connections, and creates educational opportunities for the entire family.

e. the extent to which the Applicant Wireless Program is integrated with federal, Tribal, state, regional or local governmental or non-profit initiatives to achieve educational or community access outcomes;

Young Oak Kim Academy will begin participating in the Computers For Youth program CFY's Take IT Home program is designed to improve children's learning environment at home and to strengthen the school-home connection. Our program is structured to accomplish three goals:

- Enhance the educational resources in children's homes
- Improve parent-child interaction around learning at home
- Help teachers contribute to and take advantage of a stronger school-home connection

The entry point for CFY's Take IT Home program is the sixth grade because this is the pivotal year in which (a) children begin to disengage from academics, (b) parents begin to feel less capable of helping with increasingly complex homework assignments, and (c) academic achievement begins to decline.

Take IT Home uses an application and interview process to select public schools in low-income communities and then offers families the following resources:

- A free computer designed as a Home Learning Center. Participating families get to keep this computer upon completion of CFY's Family Learning Workshop.
- Engaging educational software titles in math, English, social studies, and science. These titles have been identified by CFY software experts and tested by CFY students and CFY's panel of education executives from school districts across the country.
- Educational web content at MyHomeLearning.com for the entire family.
- Free one-year subscriptions to engaging math and reading sites worth more than \$500 per family.
- Internet access at a reduced rate in some locations. The access we provide depends on the city in which we are working.
- Family Learning Workshops that teach parents and children how to use their CFY Home Learning Center to strengthen core academic skills. All participating families must attend a half-day hands-on workshop where they learn together on the very Home Learning Center they will then take home. Workshops are held on Saturdays at the school and are well attended: In schools that often draw fewer than 15 families to PTA meetings, each of our Saturday workshops draws more than 100.
- Robust technical support from CFY's bilingual help desk, open 24 hours a day, seven days a week. Families can also bring their computer to a local CFY warehouse for free servicing.

Since CYF began operations in 1999, the body of academic research supporting this belief has grown and become impossible to ignore. This research is focused in two areas: parental involvement and the Home Learning Environment (defined as educational resources in the home and parent-child interactions around learning at home).

The most compelling research findings include:

- The impact of parental involvement at home is significant, positive, and larger than the impact of school itself.
- The Home Learning Environment is one of the strongest predictors of achievement in reading and math for 10- and 11-year olds. In fact, for math, a strong Home Learning Environment has the same impact as attending a better preschool and primary school.
- Family and home environment account for eight of the 14 factors related to the achievement gap.
- A case study on low-income students who 'succeeded against the odds' showed that what they had in common was a strong Home Learning Environment.

These findings demonstrate that powerful gains are within reach for families that have the

resources and know-how to create a strong Home Learning Environment.

(2) the poverty level based on the percentage of students eligible for a free or reduced price lunch under the national school lunch program (NSLP) or a federally approved alternative mechanism, and the current discount rate of the school or library;

For Kim Academy, the percentage of students eligible for a free or reduced price lunch is 93.13% based on an enrollment of 757 with 705 eligible for FRL. The current SLD discount rate for the school is 90%. The 10% unfunded costs will be covered by funds determined by the school site.

(3) the financial need of the school or library, including any additional budgetary hardships, notwithstanding the school or library's current discount rate;

As a new school we were given funding to purchase basic student technology. The school has been committed to buying more technology as other funding has become available such as Title 1 funds. However, since we are not in Program Improvement status our categorical funds are limited though our needs are great. In particular, we are in need of training for our teachers both in their effective use of existing technology as well as how to integrate the technology across the curriculum.

(4) all costs, including those eligible for E-rate support and those not eligible for E-rate support, associated with implementing the Applicant Wireless Program, including but not limited to costs for equipment such as e-readers or laptops, access and connection charges, teacher training, librarian training, or student/parent training;

The home computers will be provided by CYF at no cost to the school or family. We estimate the cost of USB broadband cards and connectivity for the 6th grade students in Y1 to be \$217,000. The school is responsible for the \$7,000 cost of the broadband cards (after rebate), which is not covered by e-rate. The school's 10% match on the \$210,000 Y1 connectivity charges would be \$21,000.

Currently parents are attending no-cost basic computer training at our school as part of the Adult Ed. program. They will also participate in training provided and funded by CYF.

Teachers will participate in CYF professional development as well as on-site, curriculum specific sessions on Google Docs, use of MyData and Core K-12 District assessment/evaluation tools, and other to be identified technology integration sessions, which will be focused on extending lessons and assignments beyond the school day. Online collaboration and research will be key elements of this learning

(5) the committed school or library resources available to implement the entire Applicant Wireless Program, including whether those funds are from the school or library's general budget or from an outside funding source;

The school is committed to using available resources to implement the Wireless Program including, but not limited to, the general budget, grants and categorical funds for identified students.

(6) the effect EDU2011 support for off-premise connectivity is likely to have upon the school's or library's projects;

Having off-premise Internet connectivity would allow for the increased engagement of all target students in meaningful ways and provide a strong connection between the classroom, the home, and the world at large. Students at Kim Academy will be provided a window on the world and the tools to communicate, collaborate and extend learning beyond the classroom.

(7) an analysis of the cost-effectiveness of the current or planned Applicant Wireless Program as compared to the use of other types of technology that would also meet the Program's objectives;

Cost Comparison for Young Oak Kim Academy

	Fixed Wired/Wireless	Wireless Broadband
Non-Recurring LAN Modernization Cost*	\$127,083.82	n/a
Recurring Annual Internet Access Cost (20 Mbps for fixed wired/wireless)	\$18,600.00	\$210,000.00
Recurring Annual Maintenance Cost	\$9,000.00	n/a (covered in above charge for internet access)
Recurring Internet Access at Home	\$300,300.00	n/a (covered in above charge for internet access)
TOTAL ANNUAL COST	\$454,983.82	\$210,000.00

* Amortized over five years

The figures above show that a wireless Broadband solution is more cost-effective than a fixed wired and wireless solution at school and at home when providing students and teachers with access to instructional resources. The fixed wired and wireless solution includes the cost of modernizing and maintaining the school site network, providing Internet access at the school site, and providing Internet access at the homes of students and teachers. The wireless Broadband solution includes the cost of broadband connectivity to provide students and teachers with anytime, anywhere access. Based upon the analysis, the wireless Broadband annual cost is approximately 54 percent less when compared to the current fixed wired and wireless home and school access solution.

(8) any relevant technology planning documents and, if applicable, a statement of long-term objectives for the Program;

The LAUSD Education Technology Plan was approved by the California State Department of Education on December 5, 2008. This plan took effect July 1, 2009 and will expire on June 30, 2012. This plan guides the District's integration and procurement of technology resources to support the instructional program. Specific items relevant to EDU2011 include:

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Action Plan (for all 5c goals) Timeline

a. The Educational Technology Group and ITD will survey schools to determine current practices and identify potential pilots for using ubiquitous mobile learning devices, e-textbooks, virtual desktop systems, blade computing, creative lease options and other concepts to meet and sustain Plan goals and budget needs. Pilots in 08-09 and 09-10 at all levels, with successful strategies spreading in 09-10 and after (ongoing, 2009-12)

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Consistent with this research, LAUSD's Technology Plan has been designed to address the benefits and rationale for both learning "from" technology (i.e., using computers to assist students in learning skills, etc.) and learning "with" technology (i.e., using technology to assist students with projects and other higher order thinking skills lessons). The Plan also addresses sufficient and accessible equipment, especially as it relates to student-to-computer ratios, and technical and instructional support. Long-term planning and monitoring are built into the Plan.

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Under this Technology Plan, students will use computers (including mobile laptop labs), online resources (such as streaming media, reference databases, and podcasts), analog and digital recording equipment, and projection devices to plan, develop, and present standards-based projects in core and additional subject areas. Students will share ideas and knowledge using tools and forums such podcasts, videoconferencing, email, monitored discussion boards, student response systems, conferences, symposia, and competitions, and new, emerging technologies.

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District Educational Technology Group will explore pilots with organizations such as Computers for Youth Foundation and InternetforEveryone to provide options for free computers, training and support and free/reduced cost Internet access for low- income families of 6th grade students.

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The District is also investigating opportunities for providing low-income parents in middle schools with access to a free computer and Internet access, the first pilot for which will be in fall 2008 as detailed in the Action Plan.

(9) a description of the specific measures taken, or that will be taken, to ensure compliance with the Children's Internet Protection Act and measures to protect against waste, fraud, and abuse; and

The use of the Internet in schools and at home can have a positive impact on a student's education. The use of the Internet also presents certain risks, which can be reduced greatly when students learn how to use their online access safely and appropriately. LAUSD schools providing Internet access to students District educate students in accordance to the *Protecting Children in the 21st Century Act*. Teachers provide instruction on appropriate online behavior, including interacting with other individuals on

social networking websites and in chat rooms as well as cyber bullying awareness and response. To provide a safe online environment for our students and staff, LAUSD's Educational Technology Group has organized Web resources that are be used by elementary, middle, and high schools. As an example, the do's and don'ts of technologies students use are addressed on the District's middle school Internet safety website, *Cyber Wise*. This Website addresses topics such as E-mail/Messaging, My Stuff?, safe cellular phone use, safe searching, and conversations with "Friends" online. Elementary and high school Web resources organized by the District address similar topics and more as appropriate to the grade levels served.

Student Internet Safety

1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

The District maintains strict policies and procedures regarding procurement procedures and documentation as well as ethics with regard to the use of technology in and out of classrooms. The District's Acceptable Use Policy (AUP) is also reviewed with all staff and students each year and parents must sign that they have received and will work with their child on appropriate use of computers and the Internet as a requirement for securing an e-mail account.

(10) a description of internal policies and enforcement procedures governing acceptable use of the wireless devices used in the Program off the school or library's premises.

Users of LAUSD computers systems, networks, or the Internet must adhere to the Acceptable Use Policy. Site administrators distribute, collect, and keep on file completed AUP forms from students prior to authorizing access to the Internet or the District's network.

The District's Acceptable Use Policy is written to help prevent unauthorized access and other unlawful activities by users online, unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network."). **Only current students or employees are authorized to use the network.**

The District uses technology protection measures to block or filter, to the extent practicable, access to inappropriate material over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems

necessary. Users are also cautioned that they should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

Acceptable Uses of the LAUSD Computer Network or the Internet

Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an LAUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. **By accessing the network, users are deemed to have agreed to this policy.** Users uncertain as to whether a particular use is acceptable or appropriate, are Instructed consult their teacher, supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- **Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;**
- **Criminal activities that can be punished under law;**
- **Selling or purchasing illegal items or substances;**
- **Obtaining and/or using anonymous email sites; spamming; spreading viruses;**
- **Causing harm to others or damage to their property, such as:**
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;

4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".

Required Information (schools only):

(1) the location of the school;

Kim Academy is located at 615 S. Shatto Place, L.A. Ca 90005

(2) the name of the school applicant, along with a complete list of the individual schools that will be served, including their billed entity numbers;

The applicant is Young Oak Kim Academy. The billed entity number is 16034786

(3) a description of the school district or school, including the type of school, such as private, public, charter, or other special type of school;

Young Oak Kim Academy is a 6th – 8th grade Los Angeles Unified School District public middle school in its second year of operation. The school is designed to accommodate two small learning communities; one exclusively for girls and one for boys with a total enrollment of approximately 900 students. Our major demographic groups are Latino, Korean and Bangali. There are about 300 students currently identified as second language learners and about 97% of our students qualify for free or reduced lunch.

Young Oak Kim Academy offers a middle school educational environment that prepares all students for a successful high school experience and stimulates student interest in science, technology, engineering, and math careers. We promote a safe learning environment that allows for gender-differentiated instruction and personalization through an advisory program. We seek to provide a strong foundation in core subject areas through California standard-based curriculum and rigorous instruction that includes project-based learning.

(4) a description of the Program's curriculum objectives, the grade levels included, and the number of students and teachers involved and/or being served as part of the program; and

The single gender instructional program was implemented first to provide parents an option in the public sector that has been traditionally reserved for the private sector. However, our overarching curricular focus is STEM. This curricular focus is based on our research and collected data that indicates that girls and all students of color are not proficient nor engaged in a long-term course of study in the hard sciences, technology and engineering; areas of need in the workplace. All classrooms are equipped with interactive technology primarily used by teachers. Students have access to five desktop computers in each classroom as well as laptop carts shared by teacher teams. We have two iPod carts for use by students. However, the iPods are confined to the school site. This limits students use of the devices to do on demand research, collecting data using probe ware, gather original information via multimedia, such as personal interviews, artifacts and visuals that they can use to enhance their display of knowledge in core

classes, electives and physical education. The limitations are due to the fact that although students often have access to basic cell phone use they do not have wireless connectivity at home or anywhere readily available within the community.

Our focus for this program will be incoming 6th graders in order to see students use of technology grow over 3 years. The Wireless Program will also supplement our Computers for Youth Program whereby all families of incoming 6th graders receive a desktop computer and training for family use.

Though the Computers for Youth program is a family centered program the school will use the Wireless Access program exclusively for school related, standards based project based learning, projects. Examples of such follow:

Language Arts

Project: Inquiry into STEM Professions

Students will use **online resources** such the *California Career Zone* to explore STEM careers and do [online research](#) about various career pathways. They will then assess their career interests to select a pathway for inquiry. Students will engage in online [communication with STEM professionals](#) in the workplace to inquire about their educational preparation, personal attributes needed to be successful in the profession as well as current projects or research. Wireless access will offer the students the opportunity to communicate from home with professionals who may live in another time zone.

In addition, wireless access will offer students an opportunity to take virtual field trips of the work location with professionals in the field through the use of Skype. This may include archeological digs, or laboratory experiments.

Students will then create a digital portfolio and narrative of their career selection and discoveries. This portfolio will include a video commercial [persuading](#) other students to consider the particular career.

6th grade Language Arts Standard

WRITING 1.0 Writing Strategies

Organization and Focus

1.1 Choose the form of writing (e.g., personal letter, letter to the editor, review, poem, report, narrative) that best suits the intended purpose.

1.2 Create multiple-paragraph expository compositions: a. Engage the interest of the reader and state a clear purpose. b. Develop the topic with supporting details and precise verbs, nouns, and adjectives to paint a visual image in the mind of the reader. c. Conclude with a detailed summary linked to the purpose of the composition.

Research and Technology 1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information.

6th grade Earth Science

Project: Stable Communities

Students will use online resources to respond to the Essential Question “What Makes a Stable Community?” While learning the content standards students will form small groups assuming the role of a Construction Company. Students will take on responsibilities of a worker such as an engineer, ecologist, geologist, skilled laborer, manager, accountant, etc. Their tasks will be create a persuasive proposal to build a low-income housing development in a (teacher determined) part of the world. Each work will use online resources reflect their particular task. For example the geologist and/or engineer would reference <http://www.usgs.gov> to analyze earth surfaces and geological forms to determine areas world zones where [earthquakes](#) are less prevalent.

The construction manager could track weather patterns to create a time-task as to the best time to begin construction. Then she/he could communicate with professionals in the field in a given part of the world to determine labor costs, [available materials](#) etc. in order to create a cost estimate of the project. Finally students will create a digital proposal of their project for presentation and analysis by college students studying in STEM fields.

The ecologist will determine the [effects of the housing project on the environment](#).

While at home doing research students can share their project work and research with parents by using bilingual sites such as <http://www.sciencecourseware.com/eecindex.php>

This project would address the following 6th grade Science Standards:

Focus on Earth Science

Plate Tectonics and Earth's Structure

1. Plate tectonics accounts for important features of Earth's surface and major geologic events. As a basis for understanding this concept:
 - Students know how to explain major features of California geology (including mountains, faults, volcanoes) in terms of plate tectonics.
 - Students know how to determine the epicenter of an earthquake and know that the effects of an earthquake on any region vary, depending on the size of the earthquake, the distance of the region from the epicenter, the local geology, and the type of construction in the region.

2. Topography is reshaped by the weathering of rock and soil and by the transportation and deposition of sediment. As a basis for understanding this concept:
 - Students know rivers and streams are dynamic systems that erode, transport sediment, change course, and flood their banks in natural and recurring patterns.

- Students know beaches are dynamic systems in which the sand is supplied by rivers and moved along the coast by the action of waves.
- Students know earthquakes, volcanic eruptions, landslides, and floods change human and wildlife habitats.

Ecology (Life Sciences)

5. Organisms in ecosystems exchange energy and nutrients among themselves and with the environment. As a basis for understanding this concept:
 - Students know different kinds of organisms may play similar ecological roles in similar biomes.
 - Students know the number and types of organisms an ecosystem can support depends on the resources available and on abiotic factors, such as quantities of light and water, a range of temperatures, and soil composition.

Resources

6. Sources of energy and materials differ in amounts, distribution, usefulness, and the time required for their formation. As a basis for understanding this concept:
 - Students know different natural energy and material resources, including air, soil, rocks, minerals, petroleum, fresh water, wildlife, and forests, and know how to classify them as renewable or nonrenewable.
 - Students know the natural origin of the materials used to make common objects.

Investigation and Experimentation

Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Develop a hypothesis.
- b. Select and use appropriate tools and technology (including calculators, computers, balances, spring scales, microscopes, and binoculars) to perform tests, collect data, and display data.
- c. Construct appropriate graphs from data and develop qualitative statements about the relationships between variables.
- d. Communicate the steps and results from an investigation in written reports and oral presentations.
- e. Recognize whether evidence is consistent with a proposed explanation.

- f. Read a topographic map and a geologic map for evidence provided on the maps and construct and interpret a simple scale map.
- g. Interpret events by sequence and time from natural phenomena (e.g., the relative ages of rocks and intrusions).
- h. Identify changes in natural phenomena over time without manipulating the phenomena (e.g., a tree limb, a grove of trees, a stream, a hill slope).

(5) a summary of any data collected by the school on Program outcomes and achievement of Program objectives.

Although Kim Academy's Wireless Program has not yet begun, we are on target to begin implementing the Computers for Youth Program with the with all 6th grade students in January 2100. Teacher training and preparation will begin in January 2011. With the help of this pilot program, we would like to introduce wireless broadband connectivity, in conjunction with the Computers for Youth Program, for all 6th grade students beginning with the 2001-20012 School Year.

The primary focus of the program is to positively impact student achievement. Therefore, the following measures of student performance will be tracked: California Standards Tests results, LAUSD Periodic Assessment results, as well as course pass rates. In addition to tracking measures of student achievement, other indicators associated with higher student achievement will also be examined. These indicators include: attendance rates, parental involvement and the number of discipline referrals. Beyond increasing student achievement, other goals of the program include promoting the integration of technology into curriculum and increasing technological literacy amongst students, teachers and parents. The extent to which these goals are being met will be measured through pre/post administrations of the Teacher and Student EdTech Profile, a California Department of Education State Educational Technology Service project, which provides educational administrators with tools that guide their decisions about how to integrate technology into classroom instruction and how to create and evaluate effective teacher technology training programs.