

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

Huntington Park Senior High school is embarking on a new design of five small semi autonomous schools that work collaboratively to provide a 21st Century education for our students. In order to move Huntington Park High School into the 21st Century, we intend to provide netbook laptops for each of our 600 incoming freshmen, 180 Link Crew Leaders (junior and senior students who will support the program) and 20 freshman house teachers. After a recent survey of all students, we found that less than 40% of our students have a computer at home. Of those 40%, less than half of those students have Internet access. We have discovered the advantages of many affluent schools where students often times have more than 1 computer in the home and have Internet access. If our students had the ability to use our netbooks for four years, we envision a whole new type of 21st Century learning that could occur at Huntington Park High than has ever been seen before. Our school will be an inquiry driven, project-based 21st century school. At Huntington Park High School, we believe that learning should not stop within the 4 walls of the classroom, nor at the end of the day. Learning should and does continue 24/7/365. We also believe that technology should be invisible and ubiquitous.

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

Although Huntington Park's Wireless Program has not yet begun, we are on target to begin with the freshmen class in July of 2011. We plan to use netbook computers with USB broadband cards for anytime, anywhere Internet connectivity.

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. In order to provide off-site Internet access for students, two different strategies were attempted. First, an agreement was reached with the City of Huntington Park to provide free wireless Internet connectivity to its residents. Unfortunately, this agreement has been placed on hold due to the budgetary issues impacting the city. Second, partnerships are being established with local businesses so that Internet hot spots can be made available at

those locations. The hot spots made available by local businesses will provide students an opportunity to access the Internet outside school, yet they are not abundant enough to support the entire project or available 24/7 for anytime, anywhere learning.

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

Professional development for teachers in Web 2.0 tools has already begun. The target group of freshman house teachers will begin ongoing professional development in all aspects of the Wireless Project in January 2011. Student and parent trainings will be an integral part of the implementation of the Wireless Program beginning in July 2011. Use and care of the wireless devices will be addressed along with Internet safety and integration of the technology into all curricular areas.

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;

We will continue to support the City of Huntington Park in its efforts to provide free wireless Internet connectivity to its residents as well as foster partnerships with local businesses so that Internet hot spots can be made available at those locations.

(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 Huntington Park Senior High, the percentage of students eligible for a free or reduced price lunch is 88.24% based on an enrollment of 4,226 with 3,729 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;

Huntington Park High School has undergone severe budget cuts as a result of the financial crisis that the Los Angeles Unified School District is currently experiencing. Classified employees, including custodial and clerical support have been reduced. Additionally we have lost teachers, counselors, and an administrator. Furthermore, professional development has been limited to on site training only. Staff has not been allowed to experience retreats nor have they been able to attend educational conferences. Fortunately, Huntington Park High School has received QEIA money to offset some of the budget cuts experienced. However, the money is restricted and does not allow us to purchase Internet access for all students, which is the primary goal of bringing Huntington Park High School into the 21st century.

(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 cost of issuing laptop computers to the incoming freshman class in July of 2011 is approximately \$450,000. A total of 800 Hewlett Packard 2102 Mini Notebooks at the cost of \$492.37 will be purchased for distribution to 600 incoming freshman, 180 Link Crew Leaders (junior and senior students) and 20 freshman house teachers. The approximate \$400,000 cost for the laptops includes the hardware as well as a three-year warranty and a two-year contract for technical support. An additional \$50,000 will be spent on providing on-site technical support and professional development.

(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;

Funding for the program will come from three primary sources: \$250,000 were allocated from our Quality Education Investment Act (QEIA) funds; \$100,000 will come from the Title I budget; and \$100,000 will be paid for from a discretionary fund. The School Site Council has approved the \$250,000.00 towards the development of this program. The vote was unanimous and School Site Council is a representation of teachers, administrators, students, and parents.

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

The grant would have tremendous impact on student motivation, student achievement, and student spirit. A trial run of some of the programs with 30 random students, several of whom had been behavioral problems found students to be more engaged and motivated than had never been seen before at this campus. Several teachers remarked that they could not believe that students stayed on task for the entire 90 minute session and did not want to leave after the lesson was completed. Ubiquitous access would provide opportunities for extended office hours, students viewing lectures at home, allowing time for in-depth reflection and discourse in the classroom environment.

(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 Huntington Park H.S.

	Fixed Wired/Wireless	Wireless Broadband
Non-Recurring LAN Modernization Cost*	\$515,029.28	n/a
Recurring Annual Internet Access Cost (50 Mbps for fixed wired/wireless)	\$20,100.00	\$480,000.00

Recurring Annual Maintenance Cost	\$14,400.00	n/a (covered in above charge for internet access)
Recurring Internet Access at Home	\$686,400.00	n/a (covered in above charge for internet access)
TOTAL ANNUAL COST	\$1,235,929.28	\$480,000.00

* 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 62 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:

Page 81...

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)

Page 101 states...

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.

Page 98 states...

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 as podcasts, videoconferencing, email, monitored discussion boards, student response systems, conferences, symposia, and competitions, and new, emerging technologies.

Page 50 states...

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.

Page 49 states...

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. Schools in the Los Angeles Unified School District providing Internet access to students must educate their students in accordance to the *Protecting Children in the 21st Century Act*, described above. Teachers will provide instruction on appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response. In an effort to make compliance with the law and provide a safe online environment for our students and staff, ITD's Educational Technology Group has organized several free resources that can be used by elementary, middle, and high schools.

The High School Internet Safety website, *My Digital Life*, guides students to make responsible decisions when using the Internet. Topics covered are Identity Protection, Copyright, and Online Harassment.

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.

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 AUP and all District security policies.

(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;

Huntington Park Senior High School is located at 6020 Miles Ave. Huntington Park, California

(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 Huntington Park Senior High School. Their billed entity number is 101242.

(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;

Huntington Park High School (HPHS) was founded in 1909. The school is nestled eight miles southeast of downtown Los Angeles in the City of Huntington Park, a community of 70,000 residents. The majority of our students are residents of Huntington Park, but a few live in Los Angeles or other neighboring cities. The HPHS population mirrors the ethnic make-up of the community it serves. Currently, 97.8% of our students are Hispanic; 0.7% are African-American; 0.3% are Asian; 0.1% are Filipino; 0.3% are Anglo-American; and 0.1% are American Indian. The school has opted for a ticket-less meal program, because as a Title I school at least 85% of our students consistently qualify for the free or reduced price federal lunch program. The median family income for residents of Huntington Park is \$27,000 a year, as compared to the Los Angeles County average of \$51,732. Eighteen percent of our students' parents have some post-secondary education, 23% have earned a high school diploma, and 59% percent did not finish high school.

HPHS is a comprehensive public high school in the Los Angeles Unified School District. The current enrollment is 4,250 students. Approximately 400 of these students receive Special Education services as specified in their Individualized Education Plans (IEPs). Roughly, 1,592 of our students are identified as English Language Learners. Due to our large enrollment, HPHS has been on a three track, year-round calendar for 26 years. This calendar creates a multitude of challenges related to scheduling, room rotations, traveling teachers, sharing equipment and calendaring events.

(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 wireless netbooks will be utilized by students both in the classroom and at home to meet three primary objectives. The first objective is to launch student learning into the 21st Century by implementing a project-based, inquiry driven, interactive learning environment. The second objective is to create a tight-knit educational community by connecting freshmen students to a virtual support network of peers, mentors, and teachers that will be available 24/7/365. The third objective is to capture and cultivate the learning opportunities that happen beyond the regular school day.

The educational experiences provided for students must challenge them to develop the skills, behaviors, and knowledge necessary to successfully compete in the 21st Century global economy. To meet this goal, curriculum and instruction will focus on developing a collaborative, inquiry driven, project-based learning environment that requires students to access, evaluate, and reflect on cross-curricular information and resources and share that learning with a larger community of learners. The tools available online are essential to creating an environment in which students construct knowledge through research, collaboration, and reflection.

Our research has led us to the following possibilities:

- Writing and publishing for an authentic audience for a variety of purposes can be facilitated through online collaborative tools like blogs, wikis, and moderated discussions and chats. Students can add their contribution to classroom discussions using ubiquitous connections. Currently our students must wait their turn to participate until they are called upon by raising their hand. These tools allow the teacher to keep a record of the conversation for further reflection and feedback. Additionally, students who publish for an authentic audience work harder to produce quality work. Feedback and reflection are an important part of the learning process. Online tools that allow for publishing provide opportunities for quality feedback and reflection.
- Access to creativity tools will allow students to contribute to and learn from the community at large. Through built-in podcasting tools, students can create and publish walking tours of their neighborhood, community, or any city in the world they visited. This would be an outstanding tool for our English Language Learners as well as our foreign language students.
- The use of multi-media can engage students in the learning process by providing access to anytime, anywhere learning. Through resources like iTunes University, the Khan Academy, and Teacher Tube, students can access quality learning materials that they can view as often as needed. Additionally, our teachers at Huntington Park High School will make their occasional lectures available online for students to view and discuss as homework, saving valuable class time for purposeful discourse about the learning. This would be especially helpful with our algebra and geometry students who have been scoring extremely low on the California Standards Test (CST).
- When students become the teachers and teachers become learners along with their students, learning becomes deep, meaningful, and memorable. Many online tools facilitate these types of opportunities. Free, online screen casting tools allow students to teach what they are learning and share it with others. Video-conferencing tools allow students to connect, learn from one another, and learn from others who are not within their community. The boundaries of time and space are no longer relevant.
- Digital stories are a crucial part of 21st century learning. Concepts and complex ideas can be made easier to understand with the use of stories. Students at Huntington Park High School are learning to tell digital stories as part of the persuasive writing unit. The use of creative commons images not only helps students learn about copyright and digital citizenship, but they learn about good design, essential for effective communication.

- Collaboration tools such as Google Tools, from Google docs to Google Groups, allow students a variety of ways to collaborate on projects in all subject areas.

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

Although Huntington Park's Wireless Program has not yet begun, we are on target to begin with the freshmen class in July of 2011. Teacher training and preparation will begin in January 2011. Equipment and other resources will be acquired in the spring to assure all is ready for the program launch in July.

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, California High School Exit Exam pass rates, 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 matriculation rates, 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 (SETS) 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. We will also administer site developed student, teacher and parent surveys throughout the initial start up year to provide periodic checks on the progress of the program.