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JOHN E. DEASY, Ph.D.
SUPERINTENDENT OF SCHOOLS

November 8, 2012

Dear Citizens' Bond Oversight Committee,

Our mission is focused on the rights of our youth to gain an education that prepares them for success. In order to honor these rights we are transforming teaching and learning within LAUSD. The Common Core State Standards (CCSS) are a starting point for transforming the way we practice the art of teaching.

We live in a time where students need a different and more diverse set of skills that their parents were taught a generation ago. The changing nature of work, technology and competition requires school systems to rethink their instructional delivery methods. In addition, the movement to The Common Core State Standards and a new generation of assessments will require Los Angeles Unified School District to equip students with new media and technology literacy skills to ensure college and career readiness. Our goal is to provide an individualized, inter-active, and information rich educational experience by:

- Providing educators with tools (devices) to advance student learning and create learning spaces that are designed to increase learner engagement
- Supporting the CCSS implementation by providing all students with the opportunity to engage with digital curriculum, interactive supports and adaptive assessments
- Closing the "Digital Divide" by ensuring all students have access to 21st century skills and technology

Each student will receive more individualized instruction from educators, enabled by a personal computing device. The computing devices will facilitate multiple activities. Key activities include the following:

- **E-instruction:** transform classroom instruction by providing teachers with the digital tools to engage students and prepare them for the 21st century
- **E-curriculum** – Individual devices will facilitate distribution of individualized curriculum and lesson plans
- **E-assessments** – The CCSS adaptive computer assessment will be administered through the student-computing device. Paired with a learning management system, additional assessments can be facilitated through the individual computing device to personalize student education plans
- **E-textbooks** – Advantages of e-textbooks include searchable and updateable content and potential cost savings for the District over the purchase of traditional textbooks

- **E-tools** – Calculators, audio/video players, digital camera and other tools will be accessible through the individual computing device
- **E-administration** – Students will be able to access, complete and turn in assignments, view grades and receive feedback through their individual computing devices
- **E-mail & Collaboration** – Recognized as an integral business communication tool throughout the world, utilization of email and collaboration tools – social media, blogs, wikis, podcasts, etc. – prepares students for life post-graduation and facilitate communication between students, their teachers and their peers

Project Structure

Team and Stakeholders: A multi-disciplinary approach will be applied to implementation of the CCTPP.

The Executive Governance Committee (EGC) will provide governance and Oversight to the project.

- The **EGC** is an existing body composed of LAUSD’s top management. The Committee is responsible for providing guidance, prioritization of projects, insurance of maximum utilization of resources and consistency in LAUSD’s project management approach. Encompassing a consolidated view of the District’s functional areas, the EGC will help facilitate smooth progress when multiple departments are involved.

Three cross-departmental **sub-committees** have been convened. Sub-committees will provide subject-matter expertise, develop detailed plans, identify potential questions, evaluate options and make recommendations to the ITAC.

The three sub-committees that have been convened are:

- Training/Professional Development, Curriculum, and Assessment
 - Instruction (Office of Curriculum, Instruction and School Support, Special Education, Textbook and Library Services)
 - Strategy (Information Technology Division, Office of Data and Accountability)
 - Operations (Human Resources)
 - Personnel Commission
 - Other departments as needed
- Funding
 - Facilities
 - Strategy (Budget, Information Technology Division)
 - Operations (Finance)
 - Other departments as needed
- Devices, Infrastructure, Security, and Safety
 - Strategy (Information Technology Division)
 - Operations (Procurement, Risk Management, Office of Environmental Health and Safety)
 - General Counsel
 - Los Angeles School Police
 - Other departments as needed

Upon approval of Phase 1a: Planning & Readiness, additional staffing will be implemented.

Demonstration Projects and Roll-Out

Schedule and Distribution Population: Implementation of the CCTPP will begin within the next 15 months. Key project activities are associated with three phases:

- Phase 1a: Planning (November 2012 – February 2013) & Readiness (February 2013 – October 2013) – includes solution architecture, procurement activities, staffing, demonstration projects and initial implementation of infrastructure.
- Phase 1b: Readiness & Demonstration Sites (March 2013 – August 2013) – includes an additional 100 demonstration projects (selected based on instructional vision and infrastructure readiness) plus staffing and administration for full roll-out.
- Phase 2: Phased Roll-Out (beginning in August 2013) – continued implementation of infrastructure and full roll-out of CCTPP to all District schools.

A phased roll-out schedule will be implemented in alignment with the instructional strategy and vision, which includes Common Core requirements, and will also take into consideration school site infrastructure readiness (wireless school network), safety, and security.

The District's rights and obligations to charter and other non-traditional schools, including Partnership schools, may be dependent on the types of relationships the District shares with each of them (e.g., affiliated charters vs. independent charters, Prop. 39, Public School Choice, etc.) As such, various potential options and obligations are currently being explored in consultation with the Office of General Counsel.

Demonstration Projects: The CCTPP will utilize a phased roll-out approach with phase one consisting of pilot projects. The Schools for the Future demonstration project provides 13 secondary schools one-to-one access to device devices for Common Core Standards-based learning and assessment preparation, digital curriculum and e-textbook access. Through a Web-accessible, integrated library and classroom instructional program, students will access, evaluate, and effectively use information and ideas in student-centered, individual and collaborative modes. The Schools for the Future program coordinates the efforts of the Office of Curriculum, Instruction, and School Support, the Integrated Library and Textbook School Services, and the Information Technology Division.

In addition to the Schools for the Future demonstration project, we have several other schools that are utilizing devices extensively. During Phase 1a: Planning & Readiness, we will examine these projects for effective practices and potential challenges.

Additional demonstration projects will be conducted based on instructional vision and infrastructure readiness. These schools will serve as the second pilot program, pending BOC and Board approval and funding. Lessons learned in these two demonstration programs will inform the phase three roll-out of the CCTPP to the remainder of schools in the District.

In addition to District pilot programs, lessons learned will be drawn from Project Revolutionizing Education (Project RED), a national survey of classroom technology initiatives. This program summarizes the experience of: 997 schools in 49 states and the District of Columbia; 11 diverse education success measures; 22 categories of independent variables and many subcategories; comparison of findings by student-computer ratio (1:1, 2:1, 3:1, etc.); and comprehensive

demographic data correlated to survey results. The District is currently applying to be part of Project RED's "Signature District" program, which will allow the District to interact and share experiences with other one-to-one implementing districts.

Training, Support, and Content

Training and Support: Included in this project is a request for funding trainers who will be responsible for implementing a "train the trainer" model. Trainers will support schools as they become familiar with the devices, both from a technical perspective as well as instructionally. In addition to utilizing the train the trainer model, we will also explore how to integrate training on the device with existing professional development opportunities. Our goal is to distribute devices to school staff prior to student distribution, allowing educators extra time to familiarize themselves with the devices.

In addition, processes associated with support, repair and replacement of (lost, stolen, damaged) devices will be addressed during the vendor selection process. Considerations can be included in provider contracts at the time of procurement. Additionally, IT Customer Support Services (Help Desk Hotline and Field Services employees) will be restructured and re-trained to facilitate a number of support activities associated with the CCTPP. Furthermore, creation of a knowledge base or self-support database is proposed to help District stakeholders help themselves.

Sharing: Lessons learned and sharing of successful strategies are a cornerstone to the implementation of technology and surely a vital resource in pedagogy. The infrastructure for one-to-one computing will encourage exchange of educational materials, classroom tactics and other aspects of device use in the classroom between educators. Collaboration and sharing tools are key requirements of both the email system and learning management system to be procured.

Special Needs Students: Devices and curriculum will support students with visual, auditory, motor, and learning disabilities with audio, zoom, display adjustments, visual alerts, keyboard shortcuts, and word completion. Specific software compatibility will need to be researched to ensure accessible text formats for students with disabilities. Devices will also enhance current assistive technology tools for students with a wide variety of learning needs. Full support and planning will be investigated during Phase 1a: Planning & Readiness.

English Language Learners: The apps and accessibility features of mobile devices will assist ELs and struggling readers, by strengthening students' overall language acquisition. Learning outcomes will include:

- Enhance oral language development and writing skills
- Develop technology-enriched lessons that enable students to set their own goals and assess their own literacy and language progress
- Explore formative and summative literacy and language assessments
- Access a vast array of language development resources

Devices

Leasing of Devices: The District will not be pursuing a lease option.

Useful Life: We will be asking vendors to respond to how they can ensure a useful life of 10 years for the devices.

Bring Your Own Device (BYOD): Mobile Device Management and Identity Management systems will enable safe BYOD access into the District's systems and block inappropriate access to the internet on both District-issued and visiting devices. The offices of the Deputy Superintendent of Instruction and Operations will be reviewing and appropriately revising policies regarding BYOD.

Take Home/Non-Campus Intranet Access: At this point in time, implementation will focus on on-campus device use only. Take-home use and non-campus Internet access will be fully investigated during Phase 1a: Planning & Readiness.

Williams: At this point in time, the CCTPP will focus on on-campus device use only. The continued use of textbooks will be used to fulfill the requirements of the Williams settlement.

Safety and Security

Security: In addition to increased student usage, new stakeholder groups will be introduced to the District's computing environment in alignment with the District's Enterprise Architecture. Processes associated with security, access and identity management will need to be reconsidered and re-engineered to accommodate the District's enlarged user community and increased technology usage.

Physical Security - Additional work needs to be done to address the physical security of the devices systemically. An assessment regarding current challenges and solutions to district infrastructure (i.e. school layout, school and community crime rates, delivery, storage and distribution of devices, locks, etc.) as well as technology infrastructure (i.e. surveillance and alarm systems), needs to be conducted by school type. We will conduct an assessment on a representative sub-set of schools. The results will provide criteria to measure and improve physical security at all schools.

- *Virtual/Data Security* – This will be managed by a new Mobile Device Management system and upgrades to the District's Identity Management System. These systems will allow role-based access to the Internet and District applications, thus providing a safer cyber experience.

Additionally, security policy measures will be addressed by the Office of the Information Technology Security Coordinator. The May 2012 Security Assessment Action Plan, authored by the Security Coordinator, recommends development of a Cyber-Security Awareness Campaign to educate users in safe computing behaviors, as prevention is a major tool in combating cyber-crime. Also the District's user acceptance policy is being revised to accommodate the CCTPP.

We will also collaborate with LA School Police and our Municipal agency law enforcement partners for input on security.

Microwave Levels: The Office of Environmental Health and Safety (OEHS) is developing guidelines and regulations to ensure the safe utilization of devices on campus. Implementation will follow the guidelines developed by OEHS. Additionally, we will conduct an assessment of current device use on campus to ensure that usage is in line with the requirements developed by OEHS.

Loss: Some level of loss and damage is to be expected. During Phase 1a: Planning & Readiness, we will explore various options to address loss and damage, including insurance options, device cases, tracking software, and education around device safety. These components are currently being tested in the Schools For the Future pilot and the results will help to inform policy on loss and damage. Additionally, we will examine existing policies around textbook loss and damage (BUL 5509, BUL 5509, BUL 5510) that may apply to device loss and damage.

Funding

Bond Funding: Great work has been enabled within LAUSD thanks to the passage and sale of numerous general obligation bonds including Measures K, R, Y and Q. Recognizing the financial crisis that continues to plague our District and limited availability of General Funds and other funding sources, bond funds must play a major role in execution of the CCTPP. Legal counsel has reviewed and generally advised that the costs associated with the acquisition of devices, acquisition, and initial installation of software and hardware components, certain staffing components (the general train the trainer model for technical support) – may be financed with proceeds from the sale of Measures R, Y and Q bonds.

General Funds: The CCTPP may require funding from sources other than bond. Phase 1a will explore various options and develop a fully fleshed out budget with identified funding sources for later phases. We are currently researching the costs of digital content and exploring potential funding sources. For the non-technical professional development, we will be reviewing options for integrating the use of devices into our current professional development activities and/or researching potential new funding.

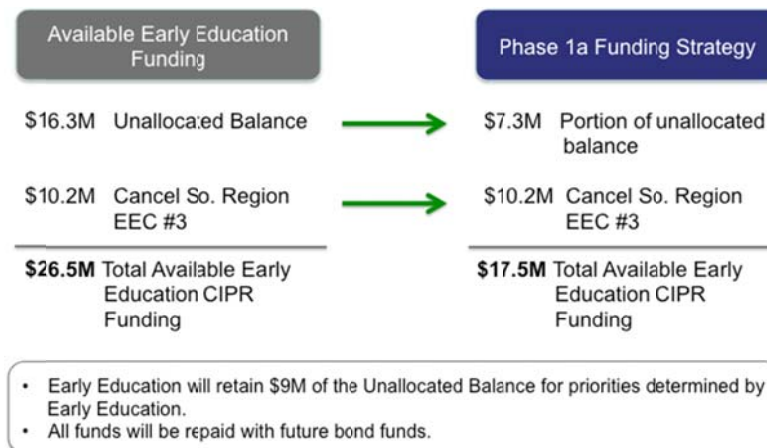
Other Funds: To optimize the District dollar, regardless of funding source, the District will negotiate to ascertain the best price before purchase of components associated with the CCTPP. During vendor selection, we will ensure that the vendors highlight the quality and value of their offering. In information technology procurements, it is not uncommon to see significant discounts off of list prices.

Spending Plan: Planning performed in Phase 1a and 1b will produce a comprehensive cost estimate for full implementation of the CCTPP.

Below is a breakdown of the cost estimate for Phase 1a.

Phase 1a: Planning and Readiness			
Supports	Category	Item	Budget
1a only	Devices	Individual Computing Devices	\$ 5,000,000
	Infrastructure	Mobile Device Management	\$ 100,000
	Infrastructure	Learning Management System *	\$ 100,000
	Infrastructure	Educational Cloud	\$ 50,000
	Resources	Staffing **	\$ 4,007,500
full roll-out (phase 1a, 1b, & 2)	Infrastructure	Email/Collaboration *	\$ 1,200,000
	Infrastructure	Identity Management *	\$ 1,000,000
	Infrastructure	Monitoring & Management System	\$ 5,500,000
	Infrastructure	Security Analytics*	\$ 500,000
Total			\$17,457,500
* IT Strategic Execution Plan projects approved by Board of Education in May 2012			
** Staffing includes CCTPP project development team, physical security planning, microwave assessment planning, legal counsel and security awareness development costs			

In January 2013, we will return to the Bond Oversight Committee with an update and a request for Phase 1b. Funding from Phase 1a will come from some Early Education CIPR Funding:



Additionally, it is important to note that a major anticipated Phase 2 cost is for network modernization. The CCTPP is dependent upon the modernization of District schools' local area networks. The School Network Modernization program was previously approved by the BOC and BOE. Sufficient funds (approximately \$470M) must be allocated to complete the program.

Planning performed in Phase 1a and 1b will produce a comprehensive cost estimate for full implementation of the CCTPP (Phase 2). Initial estimates for devices (device, case, warranty, integration, deployment considerations) range from \$400-\$800/device. Based on this initial estimate, funding for devices (device, case, warranty, integration, deployment considerations) and necessary

infrastructure modernization is estimated at approximately \$700M to \$1B (Note: Assumes \$400-800 per device, ~600,000 devices and \$470M of infrastructure requirements).

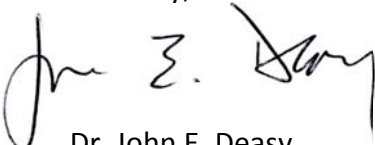
Long Term Financial Plan: Concerns around the long-range costs of the CCTPP have been raised. However, a number of factors support the feasibility of the program. Advancements within mobile technology and consumer adoption have positioned mobile computing as a viable and affordable solution to delivering LAUSD's instructional objectives. The prices of both mobile devices and wireless networking technology have fallen significantly within the past few years. We anticipate this trend to continue, resulting in more affordable solutions as time passes, which will also decrease our ongoing costs associated with school network modernization. Additionally, the District will see operational savings from the Data Center Modernization and Consolidation program.

Furthermore, current District organizations, such as the IT Customer Support Services (Help Desk and Field Services), will be trained to support the program. Similarly, we will explore how to integrate training on the device with existing professional development opportunities. These strategies will reduce the need for new support personnel.

The BOC and BOE approved and allocated funds to modernize 138 schools in December 2011 and subsequently ITD has scheduled modernization for these sites. Modernization of remaining schools will require an allocation of \$470M, which is slated to come from Measure Q. Phase 1b allocates additional funds for the planning of modernizations and temporary solutions, which we will align with the instructional vision.

I look forward to continuing to have an open and collaborative conversation with your about this very important project.

Cordially,

A handwritten signature in black ink, appearing to read "John E. Deasy". The signature is fluid and cursive, with a large initial "J" and "D".

Dr. John E. Deasy
Superintendent