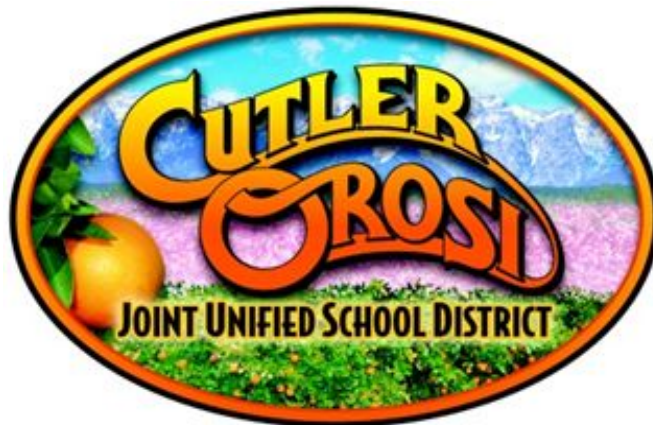


# **Cutler-Orosi Joint Unified School District**

## **Education Technology Plan**



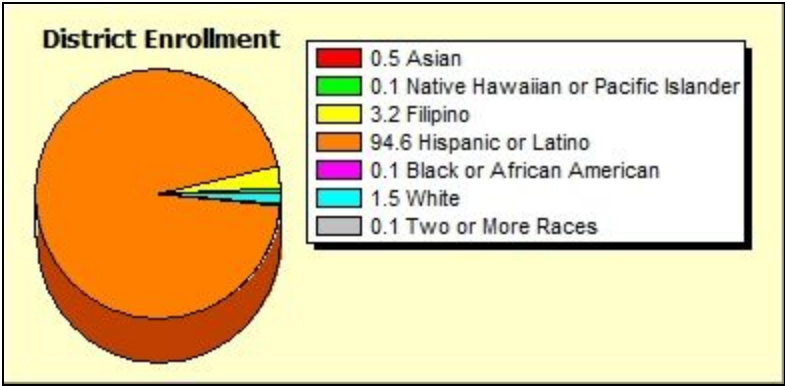
***Educating Minds, Inspiring Futures***

**July 1, 2015 - June 30, 2018**

# 1. PLAN BACKGROUND

## Overview of the LEA (1A)

Cutler-Orosi Joint Unified School District (COJUSD) is a K-12 district located in the rural farming communities of Cutler and Orosi (combined population 15,000) with a predominately Hispanic population. Demographically in the District, 100% of the student population qualifies for the free and reduced price lunch program; 83% of households speak a language other than English; 63% of persons age 25+ have not graduated from high school, compared to 19.2% statewide; and 3.1% of residents have bachelor’s degrees or higher, compared to 30.2% statewide. The median household income is \$33,500, compared to \$61,632 statewide with 38% of the population living below the poverty level compared to 14.4% statewide ([www.quickfacts.census.gov](http://www.quickfacts.census.gov)). The ethnic distribution in the school district is primarily Hispanic at 94.6%, 3.2% Filipino, .5% Asian, 1.5% White, and .2% other.



Cutler-Orosi JUSD is comprised of eight schools: Orosi High School, Lovell High School (Continuation), CDS - community day school for students who have been expelled or are at risk of expulsion, Esperanza - independent study school, El Monte Middle School (grades 6-8) and three elementary schools: Palm, Cutler, Golden Valley.

### Enrollment By Grade Level and School

Grade	Cutler	Golden Valley	Palm	El Monte	Orosi High	Lovell High	Esperanza High	Community Day	Total
K	175	149	121	0	0	0	0	0	445
1	133	97	116	0	0	0	0	0	346
2	67	71	94	0	0	0	0	0	232
3	113	93	118	0	0	0	0	0	324
4	116	114	117	0	0	0	0	0	347
5	104	107	111	0	0	0	0	0	322
6	0	0	0	318	0	0	0	0	318
7	0	0	0	311	0	0	1	1	313
8	0	0	0	277	0	0	0	1	278
9	0	0	0	0	322	0	1	3	326
10	0	0	0	0	254	12	8	1	275
11	0	0	0	0	244	25	10	3	282
12	0	0	0	0	208	48	18	3	277
<b>Total</b>	<b>708</b>	<b>631</b>	<b>677</b>	<b>906</b>	<b>1028</b>	<b>85</b>	<b>38</b>	<b>12</b>	<b>4085</b>

## Plan Duration (1A)

### July 1, 2015 - June 30, 2018

The following plan is intended to guide COJUSD's use of technology to improve educational services for the three year period starting July 1, 2015 through June 30, 2018.

The purpose of the plan is to provide the district with a living, dynamic document that addresses the use of technology as it relates to curriculum, professional learning, infrastructure, hardware, technical support, software, funding/budget, monitoring and evaluation, collaborative strategies, and effective research based methods and strategies. Annual reviews of the plan will take place in May.

## Stakeholders (1B)

The COJUSD Technology Plan represents feedback and input from a number of stakeholders. The Technology Plan Committee has representation from all parts of the organization and includes teacher, administrators, parents, and students. Feedback from the committee along with survey data and input from sites, departments, and other stakeholders help to identify the needs of the district. The Technology Committee can then review and revise technology goals that best support the academic plan, student learning, and the business needs of the district.

<b>Name</b>	<b>Position</b>	<b>Site</b>
Tanya Goosev	Assistant Superintendent - C & I	District Office
Leticia Trevino	Principal	Palm Elementary School
Jayboy Camaquin	Learning Director	Palm Elementary School
Jason Trevino	Assistant Principal	Orosi High School
Adam Juarez	Technology Coach	El Monte Middle School
Jaymian Milner	Teacher/Technology Lead	Lovell High School
Joshua Woods	Teacher/Technology Lead	Orosi High School
Mychelle Stefanich	Teacher/Technology Lead	El Monte Middle School
Aundre Garcia	Teacher/Technology Lead	Palm Elementary School
Patrice Heinrichs	Teacher/Technology Lead	Golden Valley Elementary School
Erin Wandler	Teacher/Technology Lead	Cutler Elementary School
Scott Norvell	Instructional Data Specialist	District Office
Sam Huerta	Instructional Data Specialist	District Office
Ray Quintana	Director of Information Technology	District Office

## District Goals (1C)

The vision, goals, and actions contained in this technology plan fully support the mission, vision, and goals of Cutler-Orosi Joint Unified School District.

### Mission

Educating Minds, Inspiring Futures

### Vision

All students will be college and career ready and prepared to compete in a global economy.

### Graduate Outcomes

#### Our students will be:

**CAREER AND COLLEGE READY SCHOLARS** who master core academic content and graduate from high school prepared for post- secondary and career options.

**CRITICAL THINKERS & COLLABORATIVE PROBLEM SOLVERS** who apply critical and creative thinking, analysis, and inquiry skills to knowledge, facts, and data to effectively solve problems - independently and collaboratively.

**POWERFUL COMMUNICATORS** who demonstrate the ability to effectively communicate ideas using various mediums including digital media and technology.

**CREATIVE & QUALITY PRODUCERS** who demonstrate the ability to create quality performances, services, and products that reflect thought and originality with the highest standards. Students will understand the importance of revision and persistence in creating quality work.

**LEADERS & ETHICAL DECISION MAKERS** who display personal and professional integrity by demonstrating leadership, effective decision-making, and ethical personal and professional management skills.

**PRODUCTIVE CITIZENS** who act as productive citizens by demonstrating responsibility and flexibility in fulfilling personal, professional, and community expectations.

**Goal 1:** Achieve academic excellence and meet the needs of all students in a safe and supportive environment.

**Goal 2:** Build human capacity by investing in training, coaching, and setting expectations for students, parents, staff, and the Board to support student achievement.

**Goal 3:** Create efficient and effective systems that are innovative, accountable and proactive

## Technology Plan Goals (1C)

In addition to ensuring our Technology Plan goals support the District goals, we have reviewed the California Education Technology Blueprint, the National Technology Plan goals, the California Common Core and Next Generation Science standards, and the International Society of Technology in Education standards for students, teachers and administrators to ensure our outcomes and goals are in line with state and national expectations. The following outcomes and goals have been established:

**Learning Outcome:** All learners will have engaging and empowering learning experiences, both in and out of school, that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.

**Assessment Outcome:** Our education system at all levels will leverage the power of technology to measure what matters and use assessment data for continuous improvement.

**Teaching Outcome:** Professional educators will be supported individually and in teams with technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.

**Infrastructure Outcome:** All students and educators will have access to a comprehensive infrastructure for learning when and where they need it.

**Productivity Outcome:** Our education system at all levels will redesign processes and structures to take advantage of the power of technology to improve outcomes while making more efficient use of time, money, and staff.

***Goal 1: To ensure a technology skills gap will not become the next achievement gap, COJUSD will work towards providing a ratio of 1 device for every 2 students for grades K-5 and a ratio of 1 device for every student for grades 6-12 (excluding P.E. and Visual/Performing Arts).***

***Goal 2: Students will acquire the technology skills and information literacy skills needed for college and career readiness, including Internet safety and the appropriate and ethical use of technology in and outside the classroom.***

***Goal 3: Implement Illuminate Education's student information system and assessment platform, while fully preparing students to take California Assessment of Student Performance and Progress (CAASPP) online assessments.***

***Goal 4: Provide professional learning and classroom support to enable 100% of the teachers to fully integrate technology into units of study.***

***Goal 5: Continue to upgrade and maintain an infrastructure to support technology for learning and doing business.***

***Goal 6: Continue to provide professional learning and support to enable all teachers and support staff to maximize professional productivity.***

## Summary of Relevant Research (1C)

The California Common Core State Standards outline rigorous content expectations with the intent to prepare all students for life in a global, technological society. To this end, they do not treat technology as a separate strand of content, but rather incorporate expectations of technological proficiency throughout the standards. The need to use technological tools effectively is embedded into every aspect of today's curricula. Technology is no longer considered an "elective," it is an integral learning tool in every classroom.

### **From the Common Core State Standards ...**

*"To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and non-print texts in media forms old and new."*

*"The need to conduct research and to produce and consume media is embedded into every aspect of today's curriculum. In like fashion, research and media skills and understandings are embedded throughout the Standards rather than treated in a separate section."*

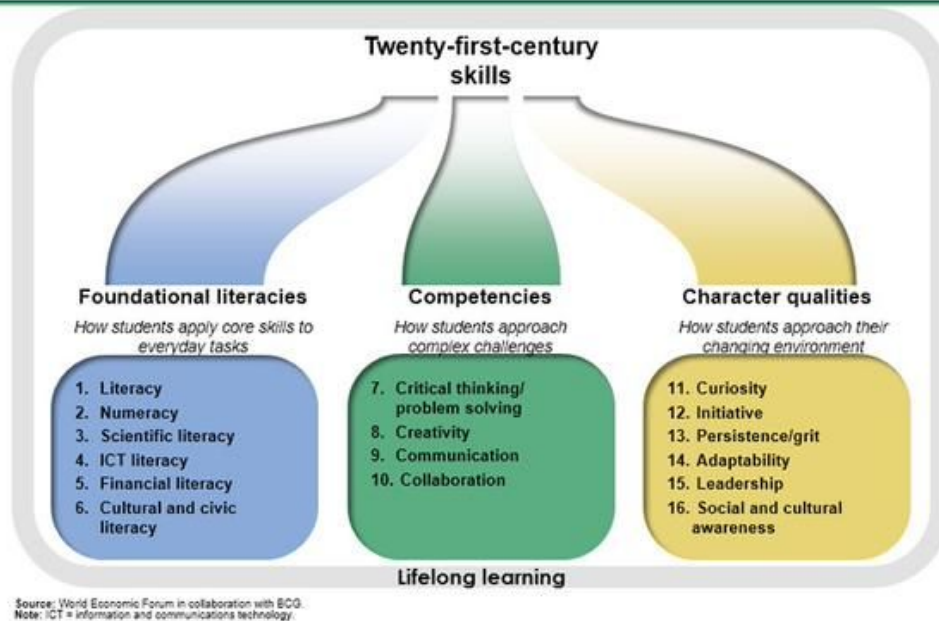
*"Students need to be "self-directed learners, effectively seeking out and using resources to assist them, including teachers, peers, and print and digital reference materials."*

*"Students who are college and career ready employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals."*

*"New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change."*

*"When making mathematical models, [students] know that technology can enable them to visualize the results of varying assumptions, explore consequences, and compare predictions with data. Mathematically proficient students at various grade levels are able to identify relevant external mathematical resources, such as digital content located on a website, and use them to pose or solve problems. They are able to use technological tools to explore and deepen their understanding of concepts."*

## Students Require 16 Skills to Compete in the Twenty-First Century



ICT (Information Communication Technology) digital literacy as delineated in the California ICT Digital Literacy Assessments and Curriculum Framework is the ability to use digital technology and communications tools, and/or networks to access, manage, integrate, evaluate, create and communicate information in order to function in a knowledge society. These skills are also identified in the Partnership for 21st century skills initiative. [www.p21.org](http://www.p21.org)

### National Educational Technology Standards for Students

The International Standards for Technology in Education (ISTE) Standards for learning, teaching and leading in the digital age help educators build a firm foundation for teaching with technology. They also further the development of many of the skills addressed in the new state standards — including problem solving, critical thinking, creativity and collaboration — while helping students build the digital skills they need to succeed in the workplace.

- **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.
- **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

And the ISTE Standards work with the ISTE Essential Conditions to guide district leaders, principals and teachers as they develop implementation strategies to meet state content standards.

**References:**

Summary of the California Education Technology Blueprint's Recommendations  
<http://www.cde.ca.gov/eo/in/documents/yr14bp0418.pdf>

California Content Standards  
<http://www.cde.ca.gov/be/st/ss/index.asp>

California ICT Digital Literacy Assessments and Curriculum Framework  
<http://www.ictliteracy.info/rf.pdf/California%20ICT%20Assessments%20and%20Curriculum%20Framework.pdf>

International Society for Technology in Education  
<http://www.iste.org/standards>

**2. CURRICULUM COMPONENT CRITERIA: The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.**

**2a. Describe teachers' current access to instructional technology and current use of digital tools.**

All Cutler-Orosi Joint Unified School District (COJUSD) teachers at all grade levels have been provided laptops for use in classroom instruction, for use during professional development opportunities, and for communication and preparation outside of the school setting. Teachers use their district issued laptops to email parents, students and colleagues, to record student attendance, to access and analyze student assessment data, to create lessons, and to access the Internet.

In addition, each COJUSD classroom has been equipped with a document camera and LCD projector to facilitate technology integration in classroom instruction. Multiple desktop computers are also present in all classrooms for both teacher and student usage. Voice projection systems have also been installed in all elementary classrooms to help with voice amplification during classroom instruction.

All district elementary schools have been provided iPads for use in the classroom. These iPads are used primarily in small-group activities and allow for student access to online reading practice and vocabulary development programs.

All district teachers also have access to mobile computer labs. Most district schools have been provided multiple mobile carts containing classroom sets of Chromebooks. Teachers have access to these mobile computer labs on a priority and reservation basis. Each school site also has a



stationary computer lab in which all teachers either have a scheduled time to use, or can sign up for classroom use.

Many classrooms at most school sites have also been equipped with interactive whiteboards or interactive devices for use in lesson delivery. These interactive whiteboards include SMART boards with AirLiner wireless slates, Promethean boards, and MimioTeach boards.

Our district has also been taking steps to incorporate Google Apps for Education. All COJUSD teachers have Google accounts that have been created for their usage. Training has also been provided on how to collaborate and communicate with colleagues and students via the use of their Google Drive/Gmail accounts. Ongoing training will continue to help teachers utilize cloud-based data storage and applications offered by Google.

There are a variety of software programs and websites being utilized in all COJUSD classrooms on a daily basis. Some of these programs are used district-wide, while others are grade-specific. These programs are accessed via various electronic devices and mediums.

Some of the software programs universally being used at all district grade levels are Illuminate Data and Assessment Management System, Google Apps for Education, Microsoft Office applications, AIMSweb screening and progress monitoring system, and Aeries Student Information System. These programs are used within the classroom for lesson delivery, for recording of attendance and grades, for assessment and data analysis, and for communication with students, parents, and colleagues. Google Drive is being used to store grade level unit plans and as a platform for collaboration among school and district grade level teams.

At the elementary grade levels, some of the software programs used exclusively within grades K-5 are Lexia Reading Core5 and Renaissance Learning's Accelerated Reader (AR). These programs are used on an almost daily basis and students are regularly accessing these programs via iPads, classroom desktop computers, and laptops. The TypingTraining.com typing program is also used to help elementary students acquire computer keyboard typing accuracy and speed.

At the secondary level, programs such as Scholastic's READ 180 and System 44, Shmoop, Naviance, Cyber High, and Google Apps for Education are used on a daily basis. Accelerated Reader (AR) is used at the middle school. High school graduation credit recovery, California High School Exit Exam (CAHSEE) and Advanced Placement (AP) test preparation, career and college research, and reading intervention is provided through the use of these programs. In addition, all secondary students and teachers have been provided Google accounts. These accounts are used by both teachers and students to regularly access and utilize Google applications such as Mail, Docs, Sheets, Slides, Drive, and Classroom.

Within the classroom, teachers regularly incorporate technology in their lessons. All classrooms are equipped with LCD projectors and document cameras, allowing teachers to display images, videos, presentations, and websites to the entire class. With the use of this hardware, teachers regularly deliver their lessons and present material to students using Microsoft PowerPoint, Pete's Power Point Station, Prezi, and YouTube. Other programs and applications are also used.

Classroom instruction is also conducted collaboratively with the use of Chromebooks, iPads, and desktop computers. Collaborative lessons are delivered via Google Classroom; students collaborate and communicate on assignments and projects, and share documents in Google Docs. Some

teachers have classroom web pages and utilize Google Sites to communicate with students and display assignments.

Technology is also utilized to assist with classroom and school site management. Aeries Student Information System, Aeries.net, and Aeries Portal are used to record, document, and communicate around student behavior and discipline. Student infractions and disciplinary actions taken are recorded by both teachers and administrators using the above-mentioned programs.

Other software programs are utilized in the classroom to promote positive student behavior and classroom management. Many teachers embed electronic timers into presentations using programs such as Kagan Software's Timer Tools. These embedded electronic timers assist with managing student interactions and transitions. The ClassDojo program is also used in various classrooms to foster positive communication and interaction among teachers, students, and parents.

Online learning programs, electronic software, and electronic devices are being utilized to meet the needs of special-needs students and others who need additional resources.

The use of iPads, Chromebooks, and mobile computer labs has created opportunities for differentiated learning using various software programs. With the increase in the quantity of electronic devices available to students, opportunities for self-paced learning and differentiation has increased. At the elementary grade level, the use of iPads and Chromebooks has allowed students to receive reading intervention and practice using the Lexia Reading Core5 and Accelerated Reading programs. These programs allow students to work at their own level and pace as they work to improve academically.

In the secondary grades, programs such as Shmoop Online Test Prep, Scholastic's READ 180 and System 44, and Cyber High are used by students to prepare for assessments, to receive reading intervention, and to stay on track for graduation by gaining credits via online classes. These programs allow students to access self-paced lessons and curriculum that meet their specific needs.

Currently teachers are using Aeries Student Information System and Illuminate Data and Assessment Management System for attendance, grading, and student assessment. Starting with the 2015-16 school year, all attendance, grade reporting, and student assessment will be done using Illuminate only.

Teachers and administrators are also utilizing technology for professional development and staff collaboration. Google Classroom, Drive, Docs, and Slides are regularly used in department and grade level meetings and trainings. Professional development opportunities often incorporate the use of iPads, Chromebooks, and teacher laptops.

The School Messenger parent and community notification program is also used by both teachers and administrators to communicate with parents in their home language. Classroom, school, and district messages are regularly communicated to parents via text message, email, or phone message using the School Messenger system.

The Illuminate Data and Assessment (DnA) Management System is used to analyze student assessment data and results. These results and data are used to inform and make instructional decisions. All teachers and administrators have access to the *Illuminate DnA* system and can generate reports that provide feedback on student progress. Student groups can also be created

within *Illuminate DnA* to monitor and track the progress of specific students and groups of students. These reports provide valuable and timely information that can help teachers provide student remediation and intervention for students. Learning targets and Problems of Practice are also identified with the use of the data housed in *Illuminate*.

Students' grades, transcripts, disciplinary records, and attendance history are currently available in the Aeries Student Information System (SIS). This information is used to track and inform teachers and administrators about the academic, emotional, and social status of students. The information in Aeries SIS is used to identify students who are at-risk of failing or graduating. Appropriate interventions are provided based on this information.

All COJUSD teachers and administrators use *Illuminate Data and Assessment Management System* and *AIMSweb* screening and monitoring for all student assessment. Teachers can give paper/pencil tests and either enter scores manually or scan student answers into the online *Illuminate* system. Assessment results and reports can then be accessed, allowing for instructional decisions and student interventions to be provided.

The *Illuminate DnA* system has also made assessment virtually paperless. Assessments can be administered online via the *Illuminate* test delivery system. These online assessments closely match the CAASPP testing environment and allow for student assessment without the use of paper or pencil. Results are timely and immediately accessible by both teachers and administrators.

Teachers can use assessment reports and data in *Illuminate* to track student progress by standard. Assessments in *Illuminate* have been aligned to the Common Core State Standards (CCSS), allowing for analysis of student progress by standard.

With the release of the the Interim Comprehensive Assessments (ICAs) and Interim Assessment Blocks (IABs) produced by SBAC in Spring 2015, student progress can now be tracked using assessments produced by Smarter Balanced. These assessments, created in the same manner as the Smarter Balanced Summative Assessments, provide a measure of student readiness and standard mastery as they work towards improving their CAASPP scores.

**2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policy, practices, and/or replacement policy that ensures equitable technology access for all students.**

All students in COJUSD have access to instructional technology. All classrooms are equipped with LCD projectors, document cameras, and desktop computers. These devices are used by both teachers and students for presentations. All school sites have been provided multiple mobile computer carts equipped with class sets of Chromebook computers. These Chromebook carts provide technology access for all students. Each school site also contains a minimum of one stationary computer lab in which each student in a classroom has access to a desktop computer.

All elementary classrooms have a set of iPads that have been issued to them or have access to a mobile cart containing a class set of iPads. All elementary students have been assigned Lexia Reading Core5 accounts that allow for access to the program from any electronic device.

At the secondary level, all math classrooms at Orosi High have a class set of TI-83 graphing calculators. All high school students have been issued a Google account, allowing access to various Google applications. These applications can be accessed from a variety of electronic devices available to students. Though various departments and courses may have greater access to technology, all students have equal access to the courses offered.

All students, regardless of need and placement, have equal access to technology. All classrooms have access to computer labs, mobile Chromebook carts, and desktop computers installed in classrooms.

All elementary classrooms have assigned computer lab time each week, allowing all students to access technology during these time periods. At the secondary level, computer lab time and use of mobile computer carts is determined by a first-come-first-serve basis and immediate needs.

Most library media centers are equipped with desktop computers, allowing for student access during class time and breaks. Libraries remain open before school, during breaks and lunches, and after school for students to use the technology offered. Some teachers sign up for library media time, in which the entire class uses library technology for various academic tasks.

Students at all schools have access to computers after school. All library media centers remain open after school, allowing students to complete assignments and utilize technology after hours. The district afterschool program (ASES) provides students with time after school to complete assignments and receive assistance. Some of this time is spent in each school's computer lab.

In addition, the local county library branch is open into the evening on multiple days of the week. This library branch has several computers with Internet access available for use by students of COJUSD. There are also apartment complexes within the COJUSD borders that offer free Internet access to residents.

Some supplemental tutoring services also offer free devices, such as iPads, upon completion of the tutoring program. This has provided many students with their own electronic device that can be used in the privacy of their home, at school, or in the community.

The school day is extended for many students via the district after-school program (ASES). The after-school program provides student with access to school computer labs and library media centers. Students are able to use the technological resources available in these labs to complete homework, practice skills, and access various programs.

At the secondary level, the creation of Google accounts for all students has also allowed for extension of the school day through Google applications. Students can access and work on assignments and projects at any time and place where an electronic device and Internet service is available.

All sub-populations of students have equal access to the technology and electronic tools made available in COJUSD.

Teachers are using a variety of electronic mediums and tools to enhance the curriculum. Many teachers use Microsoft PowerPoint, Prezi, or Pete's Power Point for classroom presentation of content. Kagan software is also used in the classroom setting for classroom management and

engagement for learning. The use of educational videos, including the use of YouTube, is common among many COJUSD teachers.

The incorporation of hardware such as iPads and Chromebooks, along with the creation of teacher and student Google accounts has greatly contributed to powerful learning opportunities. Teachers are incorporating Google apps in their lessons and assignments. Students are collaborating and communicating via Google Docs and other applications.

All elementary classrooms, and some secondary classrooms, are equipped with Redcat Audio systems for hearing impaired students. These audio amplification systems have proven to be beneficial for special-needs students as well as general education students.

In summary, classrooms are equipped with a variety of technological devices for both teacher and student use. This technology plan has been developed with the goal of creating powerful learning opportunities for all students in all classrooms. Most technology is used for teacher productivity/presentation while students use technology for consumption of information and substitution of activities previously completed without the aid of technology in the classroom.

Our challenge now is to help students improve as learners, scholars, and citizens; to create a different learning environment where students become curators, creators, and powerful communicators through the use of technology. As we redesign our units of study to include technology as a tool to support critical thinking (high levels of Bloom's taxonomy and tasks at DOK 3 and 4 levels) our classrooms will be transformed into 21st century learning environments for students.

**2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA's curricular goals that are supported by other plans. Describe how the LEA's budget (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.**

Goals 3 and 4 of the Technology Plan are addressed in this section.

*Goal 3: Fully implement Illuminate as the student information system and assessment platform, while fully preparing students to take California Assessment of Student Performance and Progress (CAASPP) online assessments.*

*Goal 4: Provide professional learning and classroom support to enable 100% of the teachers to fully integrate technology into units of study.*

**By June 2016, 25% of the teachers will integrate technology into units and lessons aligned to the Common Core and Next Generation Science Standards to improve teaching and learning.**

**By June 30, 2017, 50% of the teachers will integrate technology into lessons aligned to the Common Core and Next Generation Science Standards to improve teaching and learning.**

**By June 30, 2018, 75% of the teachers will integrate technology into lessons aligned to the Common Core and Next Generation Science Standards to improve teaching and learning.**

<b>Technology To Improve Teaching and Learning Implementation Plan</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation</b>
Research best practices and innovative uses of Google Apps For Education and develop resources for training.	2015-16 and ongoing	Tech Coaches Tech Lead Data Tech Specialists	Workshop attendance and certification Training resources
Deliver high-quality professional learning opportunities and support to implement the Google Apps for Education platform.	2015-16 and ongoing	Tech Coaches Tech Leads School Admin	workshop calendar and evaluations
Provide training on project-based learning and student performances as demonstrations of learning	2015-16 and ongoing	Tech Coaches Consultants or Train the Trainers model	PBL units
Implement Senior Defense as a graduation requirement	by 2018-2019	Director of College and Career	Final products and presentations
Embed technology into units of study (Pre-K-12) that develop students 4C skills and includes opportunities for DOK level 3 and 4 tasks.	2015-16 and ongoing	Grade Level Leads Elementary Tech Coach Tech Leads	Revised units of study on Google drive for each grade level
Provide training on different iPad apps to integrate into the curriculum.	2015-2016 and ongoing	Elementary Tech Coach	sign-in sheets
Provide training on Illuminate and use of data to inform instruction	2015-2016	Data Specialists	sign-in sheets
Provide training on TCOE ERS library resources	2015-16 and ongoing	Tech Coaches	sign-in sheets
Provide opportunities and support for teachers to develop formative assessments that reflect SBAC tasks and skills.	2015-16 and ongoing	Assistant Superintendent - C/I Coaches Data Specialists	Online assessments

**2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.**

This section of the plan addresses the following goals:

*Goal 2: Students will acquire the technology skills and information literacy skills needed for college and career readiness, including Internet safety and the appropriate and ethical use of technology in and outside the classroom.*

The Technology Plan is aligned with the outcomes found in the National Educational Technology Standards for Students (ISTE)

**National Educational Technology Standards for Students**

- **Creativity and Innovation:** Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- **Communication and Collaboration:** Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
- **Research and Information Fluency:** Students apply digital tools to gather, evaluate, and use information.
- **Critical Thinking, Problem Solving, and Decision Making:** Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
- **Digital Citizenship:** Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- **Technology Operations and Concepts:** Students demonstrate a sound understanding of technology concepts, systems, and operations.

Units and lessons will be revised or developed to ensure that students exit each grade level with the skills and knowledge to use technology for learning. The Scope and Sequence adopted in this technology plan outlines the outcomes expected by the end of each grade span. The technology coaches will work with grade level teacher team and the site administration to identify specific skills and project for each grade level over the duration of this plan.



**Scope and Sequence based on ISTE Standards for Students**

<b>Grades PK-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<i><b>By the end of grade 2 each student will:</b></i>	<i><b>By the end of grade 5 each student will:</b></i>	<i><b>By the end of grade 8 each student will:</b></i>	<i><b>By the end of grade 12 each student will:</b></i>
<b>Creativity and Innovation</b>			
PK-2.CI.1. use a variety of digital tools (e.g., word processors, drawing tools, simulations, presentation software, graphical organizers) to learn, create, and convey original ideas or illustrate concepts	3-5.CI.1. produce a media-rich digital project aligned to state curriculum standards (e.g., fable, folktale, mystery, tall tale, historical fiction) 3-5.CI.2. use a variety of technology tools and applications to demonstrate his/her creativity by creating or modifying works of art, music, movies, or presentations 3-5.CI.3. participate in discussions about technologies (past, present, and future) to understand these technologies are the result of human creativity	6-8.CI.1. apply common software features (e.g., spellchecker, thesaurus, formulas, charts, graphics, sounds) to enhance communication with an audience and to support creativity 6-8.CI.2. create an original project (e.g., presentation, web page, newsletter, information brochure) using a variety of media (e.g., animations, graphs, charts, audio, graphics, video) to present content information to an audience 6-8.CI.3. illustrate a content-related concept using a model, simulation, or concept-mapping software	9-12.CI.1. apply advanced software features (e.g. built-in thesaurus, templates, styles) to redesign the appearance of word processing documents, spreadsheets, and presentations 9-12.CI.2. create a web page (e.g., Dreamweaver, iGoogle, Kompozer) 9-12.CI.3. use a variety of media and formats to design, develop, publish, and present projects (e.g., newsletters, websites, presentations, photo galleries)
<b>Grades PK-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<i><b>By the end of grade 2 each student will:</b></i>	<i><b>By the end of grade 5 each student will:</b></i>	<i><b>By the end of grade 8 each student will:</b></i>	<i><b>By the end of grade 12 each student will:</b></i>
<b>Communication and Collaboration</b>			
PK-2.CC.1. work together when using digital tools (e.g., word processor, drawing, presentation software) to convey ideas or illustrate simple concepts relating to a specified project PK-2.CC.2. use a variety of developmentally	3-5.CC.1. use digital communication tools (e.g., e-mail, wikis, blogs, IM, chat rooms, videoconferencing, Moodle, Blackboard) and online resources for group learning projects 3-5-2.CC.2. identify how different software	6-8.CC.1. use digital resources (e.g., discussion groups, blogs, podcasts, video conferences, Moodle, Blackboard) to collaborate with peers, experts, and other audiences 6-8.CC.2. use	9-12.CC.1. identify various collaboration technologies and describe their use (e.g., desktop conferencing, webinar, listserv, blog, wiki) 9-12.CC.2. use available technologies (e.g., desktop conferencing,



appropriate digital tools (e.g., word processors, paint programs) to communicate ideas to classmates, families, and others	applications may be used to share similar information, based on the intended audience (e.g., presentations for classmates, newsletters for parents) 3-5-2.CC.3. use a variety of media and formats to create and edit products (e.g., presentations, newsletters, brochures, web pages) to communicate information and ideas to various audiences	collaborative digital tools to explore common curriculum content with learners from other cultures 6-8.CC.3. identify effective uses of technology to support communication with peers, family, or school personnel	e-mail, videoconferencing, instant messaging) to communicate with others on a class assignment or project 9-12.CC.3. collaborate in content-related projects that integrate a variety of media (e.g., print, audio, video, graphic, simulations, and models) 9-12.CC.4. plan and implement a collaborative project using telecommunications tools (e.g., ePals, discussion boards, online groups, interactive web sites, videoconferencing) 9-12.CC.5. describe the potential risks and dangers associated with online communications 9-12.CC.6. use technology tools for managing and communicating personal information (e.g., finances, contact information, schedules, purchases, correspondence)
<b>Grades PK-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b><i>By the end of grade 2 each student will:</i></b>	<b><i>By the end of grade 5 each student will:</i></b>	<b><i>By the end of grade 8 each student will:</i></b>	<b><i>By the end of grade 12 each student will:</i></b>
<b>Research and Information Literacy</b>			
PK-2.RI.1. interact with Internet based resources PK-2.RI.2. use digital resources (e.g., dictionaries, encyclopedias, graphs, graphical organizers) to locate and interpret information relating to a specific curricular topic, with assistance from teachers, school library	3-5.RI.1. identify search strategies for locating information with support from teachers or library media specialists 3-5.RI.2. use digital tools to find, organize, analyze, synthesize, and evaluate information 3-5.RI.3. understand and discuss that web sites and digital resources	6-8.RI.1. use a variety of digital resources to locate information 6-8.RI.2. evaluate information from online information resources for accuracy and bias 6-8.RI.3. understand that using information from a single Internet source might result in the reporting of erroneous	9-12.RI.1. develop a plan to gather information using various research strategies (e.g., interviews, questionnaires, experiments, online surveys) 9-12.RI.2. identify, evaluate, and select appropriate online

media specialists, parents, or student partners	may contain inaccurate or biased information 3-5.RI.4. understand that using information from a single Internet source might result in the reporting of erroneous facts and that multiple sources should always be researched	facts and that multiple sources should always be researched 6-8.RI.4. identify types of web sites based on their domain names (e.g., edu, com, org, gov, net) 6-8.RI.5. employ data-collection technologies (e.g., probes, handheld devices, BPS units, geographic mapping systems) to gather, view, and analyze the results for a content-related problem	sources to answer content related questions 9-12.RI.3. demonstrate the ability to use library and online databases for accessing information (e.g., MEL, Proquest, Infotrac, United Streaming) 9-12.RI.4. distinguish between fact, opinion, point of view, and inference 9-12.RI.5. evaluate information found in selected online sources on the basis of accuracy and validity 9-12.RI.6. evaluate resources for stereotyping, prejudice, and misrepresentation 9-12.RI.7. understand that using information from a single internet source might result in the reporting of erroneous facts and that multiple sources must always be researched 9-12.RI.8. research examples of inappropriate use of technologies and participate in related classroom activities (e.g., debates, reports, mock trials, presentations)
<b>Grades PK-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b><i>By the end of grade 2 each student will:</i></b>	<b><i>By the end of grade 5 each student will:</i></b>	<b><i>By the end of grade 8 each student will:</i></b>	<b><i>By the end of grade 12 each student will:</i></b>
<b>Critical Thinking, Problem Solving, and Decision Making</b>			
PK-2.CT.1. explain ways that technology can be used to solve problems (e.g., cell phones, traffic lights, GPS units) PK-2.CT.2. use digital resources (e.g.,	3-5.CT.1. use digital resources to access information that can assist in making informed decisions about everyday matters (e.g., which movie to	6-8.CT.1. use databases or spreadsheets to make predictions, develop strategies, and evaluate decisions to assist with solving a problem 6-8.CT.2. evaluate	9-12.CT.1. use digital resources (e.g., educational software, simulations, models) for problem solving and independent learning 9-12.CT.2. analyze the

dictionaries, encyclopedias, search engines, web sites) to solve developmentally appropriate problems, with assistance from teachers, parents, school media specialists, or student partners	see, which product to purchase) 3-5.CT.2. use information and communication technology tools (e.g., calculators, probes, videos, DVDs, educational software) to collect, organize, and evaluate information to assist with solving problems 3-5.CT.3. use digital resources to identify and investigate a state, national, or global issue (e.g., global warming, economy, environment)	available digital resources and select the most appropriate application to accomplish a specific task (e, g., word processor, table, outline, spreadsheet, presentation program) 6-8.CT.3. gather data, examine patterns, and apply information for decision making using available digital resources 6-8.CT.4. describe strategies for solving routine hardware and software problems	capabilities and limitations of digital resources and evaluate their potential to address personal, social, lifelong learning, and career needs 9-12.CT.3. devise a research question or hypothesis using information and communication technology resources, analyze the findings to make a decision based on the findings, and report the results
<b>Grades PK-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b><i>By the end of grade 2 each student will:</i></b>	<b><i>By the end of grade 5 each student will:</i></b>	<b><i>By the end of grade 8 each student will:</i></b>	<b><i>By the end of grade 12 each student will:</i></b>
<b>Digital Citizenship</b>			
PK-2.DC.1. describe appropriate and inappropriate uses of technology (e.g., computers, Internet, e-mail, cell phones) and describe consequences of inappropriate uses PK-2.DC.2. know the Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling) PK-2.DC.3. identify personal information that should not be shared on the Internet (e.g. name, address, phone) PK-2.DC.4. know to inform a trusted adult if he/she receives or views an online communication which makes him/her feel uncomfortable, or if someone whom he/she doesn't know is trying to communicate with	3-5.DC.1. discuss scenarios involving acceptable and unacceptable uses of technology (e.g., file-sharing, social networking, text messaging, cyber bullying, plagiarism) 3-5.DC.2. recognize issues involving ethical use of information (e.g., copyright adherence, source citation) 3-5.DC.3. describe precautions surrounding personal safety that should be taken when online 3-5.DC.4. identify the types of personal information that should not be given out on the Internet (name, address, phone number, picture, school name)	6-8.DC.1. provide accurate citations when referencing information sources 6-8.DC.2. discuss issues related to acceptable and responsible use of technology (e.g., privacy, security, copyright, plagiarism, viruses, file-sharing) 6-8.DC.3. discuss the consequences related to unethical use of information and communication technologies 6-8.DC.4. discuss possible societal impact of technology in the future and reflect on the importance of technology in the past 6-8.DC.5. create media-rich presentations on the appropriate and ethical use of digital	9-12.DC.1. identify legal and ethical issues related to the use of information and communication technologies (e.g., properly selecting and citing resources) 9-12.DC.2. discuss possible long-range effects of unethical uses of technology (e.g., virus spreading, file pirating, hacking) on cultures and society 9-12.DC.3. discuss and demonstrate proper netiquette in online communications 9-12.DC.4. identify ways that individuals can protect their technology systems from unethical or unscrupulous users 9-12.DC.5. create appropriate citations for

him/her or asking for personal information		tools and resources 6-8.DC.6. discuss the long term ramifications (digital footprint) of participating in questionable online activities (e.g., posting photos of risqué poses or underage drinking, making threats to others) 6-8.DC.7. describe the potential risks and dangers associated with online communications	resources when presenting research findings 9-12.DC.6. discuss and adhere to fair use policies and copyright guidelines
<b>Grades PK-2</b>	<b>Grades 3-5</b>	<b>Grades 6-8</b>	<b>Grades 9-12</b>
<b><i>By the end of grade 2 each student will:</i></b>	<b><i>By the end of grade 5 each student will:</i></b>	<b><i>By the end of grade 8 each student will:</i></b>	<b><i>By the end of grade 12 each student will:</i></b>
<b>Technology Operations and Concepts</b>			
PK-2.TC.1. discuss advantages and disadvantages of using technology PK-2.TC.2. be able to use basic menu commands to perform common operations (e.g., open, close, save, print) PK-2.TC.3. recognize and name the major hardware components in a computer system (e.g., computer, monitor, keyboard, mouse, printer) PK-2.TC.4. discuss the basic care for computer hardware and various media types (e.g., CDs, DVDs) PK-2.TC.5. use developmentally appropriate and accurate terminology when talking about technology PK-2.TC.6. understand that technology is a tool to help him/her complete a task, and is a source of information, learning,	3-5.TC.1. use basic input and output devices (e.g., printers, scanners, digital cameras, video recorders, projectors) 3-5.TC.2. describe ways technology has changed life at school and at home 3-5.TC.3. understand and discuss how assistive technologies can benefit all individuals 3-5.TC.4. demonstrate proper care in the use of computer hardware, software, peripherals, and storage media 3-5.TC.5. know how to exchange files with other students using technology (e.g., network file sharing, flash drives)	6-8.TC.1. identify file formats for a variety of applications (e.g., doc, xls, pdf, txt, jpg, mp3) 6-8.TC.2. use a variety of technology tools (e.g., dictionary, thesaurus, grammar-checker, calculator) to maximize the accuracy of technology-produced materials 6-8.TC.3. perform queries on existing databases 6-8.TC.4. know how to create and use various functions available in a database (e.g., filtering, sorting, charts) 6-8.TC.5. identify a variety of information storage devices (e.g., CDs, DVDs, flash drives, SD cards) and provide rationales for using a certain device for a specific purpose 6-8.TC.6. use accurate technology terminology 6-8.TC.7. use technology to identify and explore various	9-12.TC.1. complete at least one online credit, or non-credit, course or online learning experience 9-12.TC.2. use an online tutorial and discuss the benefits and disadvantages of this method of learning 9-12.TC.3. explore career opportunities, especially those related to science, technology, engineering, and mathematics and identify their related technology skill requirements 9-12.TC.4. describe uses of various existing or emerging technology resources (e.g., podcasting, webcasting, videoconferencing, online file sharing, global positioning software) 9-12.TC.5. identify an example of an assistive technology and describe its potential purpose and use 9-12.TC.6. participate in

<p>and entertainment          PK-2.TC.7. demonstrate the ability to navigate in virtual environments (e.g., electronic books, games, simulation software, websites)</p>		<p>occupations or careers, especially those related to science, technology, engineering, and mathematics          6-8.TC.8. discuss possible uses of technology to support personal pursuits and lifelong learning          6-8.TC.9. understand and discuss how assistive technologies can benefit all individuals          6-8.TC.10. discuss security issues related to e-commerce</p>	<p>a virtual environment as a strategy to build 21st century learning skills          9-12.TC.7. assess and solve hardware and software problems by using online help or other user documentation          9-12.TC.8. explain the differences between freeware, shareware, open source, and commercial software          9-12.TC.9. participate in experiences associated with technology-related careers          9-12.TC.10. identify common graphic, audio, and video file formats (e.g., jpeg, gif, bmp, mpeg, wav, wmv, mp3, avi, pdf)          9-12.TC.11. understand and discuss how assistive technologies can benefit all individuals          9-12.TC.12. demonstrate how to import/export text, graphics, or audio files          9-12.TC.13. proofread and edit a document using an application's spelling and grammar checking functions</p>
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**GOALS AND IMPLEMENTATION PLAN**

**By June 2016, 40% of students will be proficient in using digital tools for research, information literacy, communication, collaboration, creativity, innovation, problem solving and critical thinking.**

**By June 2017, 60% of students will be proficient in using digital tools for research, information literacy, communication, collaboration, creativity, innovation, problem solving and critical thinking.**

**By June 2018, 80% of students will be proficient in using digital tools for research, information literacy, communication, collaboration, creativity, innovation, problem solving and critical thinking.**

<b>Student Acquisition of Skills Implementation Plan</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation</b>
Develop a matrix of grade level tasks to be mastered with suggested projects, apps, and technology resources <a href="http://nets-implementation.iiste.wikispaces.net/">http://nets-implementation.iiste.wikispaces.net/</a>	2015-16 and ongoing	Tech Coaches Tech Leads	Matrix
Create Google accounts for all students K-12 and all staff members	2015 and ongoing	Data Specialist	Admin console
Provide project-based learning opportunities for students that include the acquisition of skills from the above matrix.	2015-16 and ongoing	Teachers Tech coaches Tech leads	projects, products, and performances
Students will create ePortfolios using Google Apps	2015-16 and ongoing	Teachers Tech Coaches Tech Leads	ePortfolios
Students will present a Senior Defense of their learning using technology as a communication tool.	2018-19 and ongoing	Director of College and Career	Presentations and evaluation forms
Students will co-develop rubrics to clearly understand what is expected of their performance.	2015-16 and ongoing	Teachers/Student Tech Coaches Tech Leads	Common rubrics for presentations
Students will be able to take the SBAC assessments using technology tools proficiently.	2015-16 and ongoing	Teachers Site Administrators	ongoing monitoring
Continue to offer specialized courses in	2015-16 and ongoing	Middle and High School Principals	course evaluations

technology: Computer Science, STEM, and technology skills certification in grades 6-12			
Integrate a sequence of computer science lessons in Mathematics K-5 (code.org)	Pilot in 2015-16 2016-17 and ongoing	Teachers with Tech Coach support	course evaluations
Develop and conduct annual student technology survey	2015-16 and ongoing	Assistant Superintendent - C & I and Technology Coaches	survey results

**2e. Describe goals and an implementation plan, with annual activities, to address Internet Safety and the appropriate and ethical use of technology in the classroom.**

The Board has adopted policies (BP and AR 6163.4) to ensure technology is used appropriately and ethically, which reads, in part, as follows:

The Board of Education intends that technological resources provided by the district be used in a safe, responsible, and proper manner in support of the instructional program and for the advancement of student learning.

Students are authorized to use district equipment to access the Internet or other online services in accordance with Board policy, the user obligations and responsibilities specified below, and the district's Acceptable Use Agreement.

1. The student in whose name an online services account is issued is responsible for its proper use at all times. Students shall keep personal account numbers and passwords private and shall only use the account to which they have been assigned.
2. Students shall use the district's system safely, responsibly, and primarily for educational purposes.
3. Students shall not access, post, submit, publish, or display harmful or inappropriate matter that is threatening, obscene, disruptive, or sexually explicit, or that could be construed as harassment or disparagement of others based on their race/ethnicity, national origin, sex, gender, sexual orientation, age, disability, religion, or political beliefs. Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes, in a patently offensive way, sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code [313](#))
4. Unless otherwise instructed by school personnel, students shall not disclose, use, or disseminate personal identification information about themselves or others when using email, chat rooms, or other forms of direct electronic communication. Students also shall be cautioned not to disclose such information by other means to individuals contacted through

the Internet without the permission of their parents/guardians. Personal information includes the student's name, address, telephone number, Social Security number, or other personally identifiable information.

5. Students shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law, Board policy, or administrative regulations.
6. Students shall not use the system to engage in commercial or other for-profit activities.
7. Students shall not use the system to threaten, intimidate, harass, or ridicule other students or staff.
8. Copyrighted material shall be posted online only in accordance with applicable copyright laws. Any materials utilized for research projects should be given proper credit as with any other printed source of information.
9. Students shall not intentionally upload, download, or create computer viruses and/or maliciously attempt to harm or destroy district equipment or materials or manipulate the data of any other user, including so-called "hacking."
10. Students shall not attempt to interfere with other users' ability to send or receive email, nor shall they attempt to read, delete, copy, modify, or use another individual's identity.
11. Students shall report any security problem or misuse of the services to the teacher or principal.

The district reserves the right to monitor use of the district's systems for improper use without advance notice or consent. Students shall be informed that computer files and electronic communications, including email, are not private and may be accessed by the district for the purpose of ensuring proper use.

Whenever a student is found to have violated Board policy, administrative regulation, or the district's Acceptable Use Agreement, the principal or designee may cancel or limit a student's user privileges or increase supervision of the student's use of the district's technological resources, as appropriate. Inappropriate use also may result in disciplinary action and/or legal action in accordance with law and Board policy.

The Superintendent or designee shall provide age-appropriate instruction regarding safe and appropriate behavior on social networking sites, chat rooms, and other Internet services. Such instruction shall include, but not be limited to, the dangers of posting personal information online, misrepresentation by online predators, how to report inappropriate or offensive content or threats, behaviors that constitute cyberbullying, and how to respond when subjected to cyberbullying.

Student use of district computers to access social networking sites is prohibited. To the extent possible, the Superintendent or designee shall block access to such sites on district computers with Internet access.

**By June 30, 2016 provide all students with education on digital citizenship, cybersafety and safe/ethical use of digital and online resources in every grade level.**

**By June 30, 2017 provide all students with education on digital citizenship, cybersafety and safe/ethical use of digital and online resources in every grade level.**

**By June 30, 2018 provide all students with education on digital citizenship, cybersafety and safe/ethical use of digital and online resources in every grade level.**



<b>Internet Safety and Ethical Use Implementation Plan</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation</b>
Develop a pacing guide and lesson sequence for teaching students safe and ethical use of technology	2015 and ongoing	Tech Coaches Tech Leads	Documentation
Provide workshop for teachers to review the lessons to be taught to students	2015 and ongoing	Principals	workshop evaluation
Provide students with lessons on safe and ethical use of technology <a href="http://www.common sense media.org">www.common sense media.org</a>	Beginning of each school year	First period/block teachers	Lesson implementation
Conduct annual review of all district policies regarding the use of digital media and devices.	2015-16 and ongoing	Technology Team	updated policies

**3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA:**

**3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.**

This section of the plan addresses the following goals:

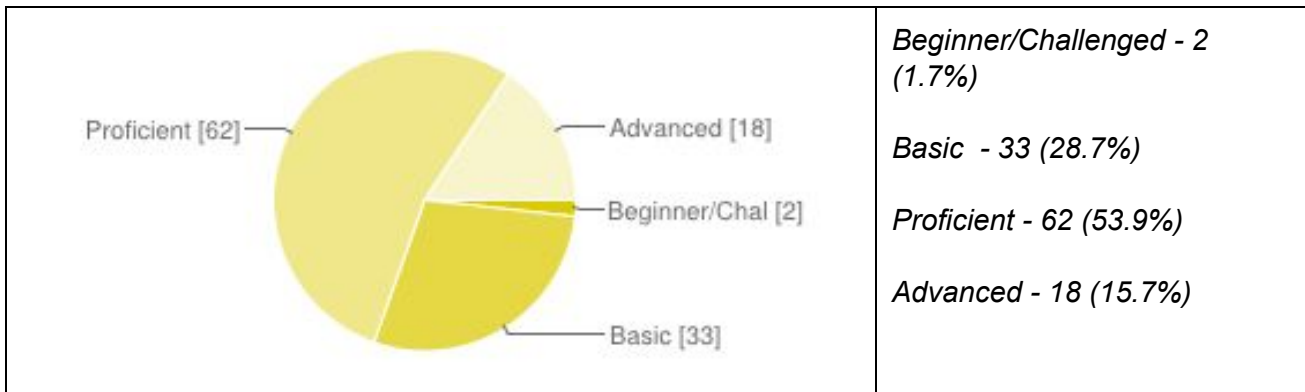
*Goal 6: Continue to provide professional learning and support to enable all teachers and support staff to maximize professional productivity.*

Teachers and administrators complete an annual survey to assess their personal technology proficiency skills. The data is used to measure progress in integrating technology and to plan professional learning, support, and technology acquisition. Below are the results from the last

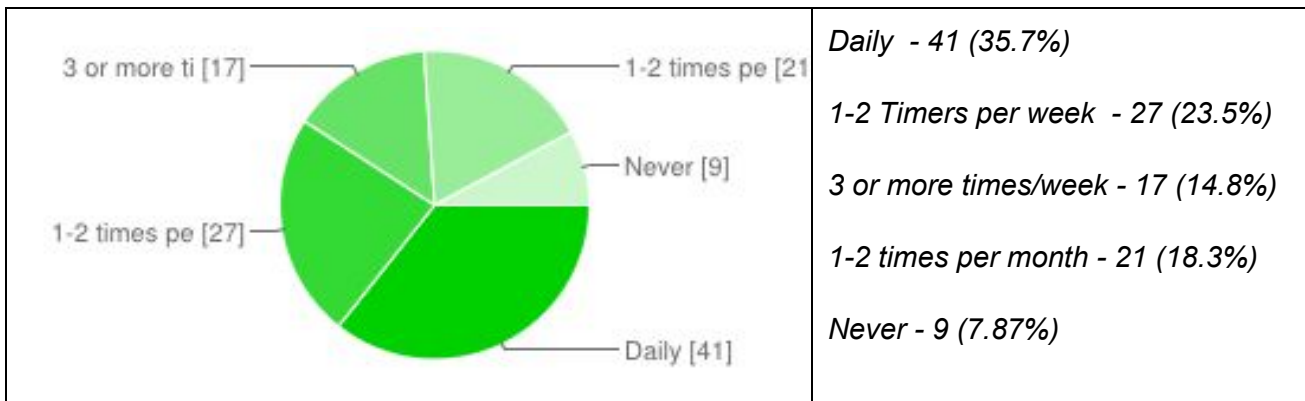
administration in November 2014.

The annual survey will be revised to reflect the ISTE NETs standards for teachers and administrators.

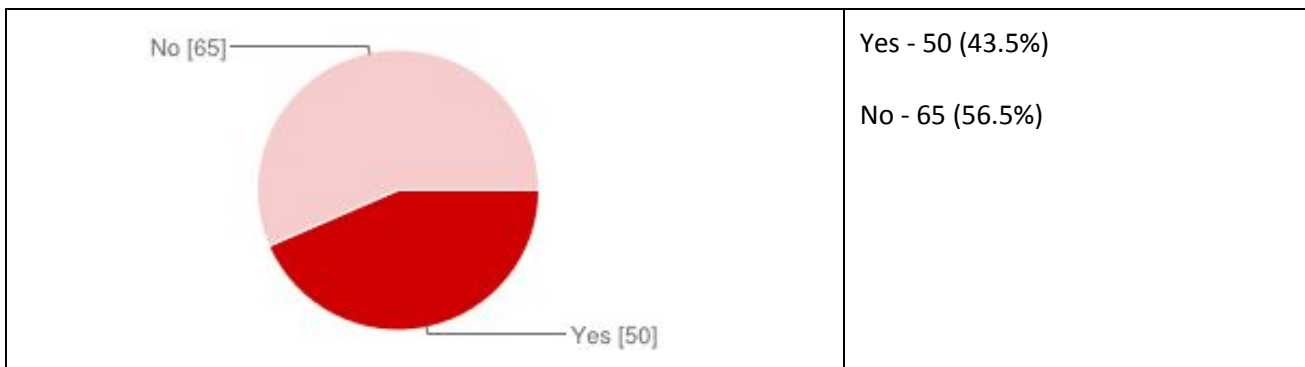
**How would you rate your overall skill in the use of technology?**



**How often do your students interact with technology in your classroom?**



**Is the technology in your classroom meeting your needs?**



Reason most cited: Not enough devices for students to use technology more frequently, or technology not working properly

**Which of the following educational technologies would you be interested in learning more about? Click all that apply.**

Illuminate	<b>24</b>	20.9%
Eclipse	<b>14</b>	12.2%
Shmoop	<b>17</b>	14.8%
Naviance	<b>11</b>	9.6%
Typing Training	<b>12</b>	10.4%
SchoolMessenger	<b>17</b>	14.8%
Microsoft Word, Excel, or PowerPoint	<b>12</b>	10.4%
Google Docs and Apps for Education	<b>52</b>	45.2%
Khan Academy	<b>16</b>	13.9%
TCOE Educational Resource Services (ERS) Portal	<b>13</b>	11.3%

Listed below are the ISTE standards for both Teachers and Administrators that will be used over the next three years to guide our work.

### **ISTE Standards - Teachers**

All classroom teachers should be prepared to meet the following standards and performance indicators.

- 1. Facilitate and inspire student learning and creativity.** Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
  - Promote, support, and model creative and innovative thinking and inventiveness
  - Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
  - Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
  - Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments
- 2. Design and develop digital age learning experiences and assessments.** Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS for Students.
  - Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
  - Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

- c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
  - d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching
3. **Model digital age work and learning.** Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
  - b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation
  - c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
  - d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning
4. **Promote and model digital citizenship and responsibility.** Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
  - b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
  - c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
  - d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools
5. **Engage in professional growth and leadership.** Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.
- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
  - b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
  - c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
  - d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

### **ISTE Standards for Administrators**

All school administrators should be prepared to meet the following standards and performance indicators. These standards are a national consensus among educational stakeholders regarding what best indicates effective school leadership for comprehensive and appropriate use of technology in schools.

## **1. Visionary leadership**

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

## **2. Digital age learning culture**

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners
- d. Ensure effective practice in the study of technology and its infusion across the curriculum
- e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration

## **3. Excellence in professional practice**

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools.
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

## **4. Systemic improvement**

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement

- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

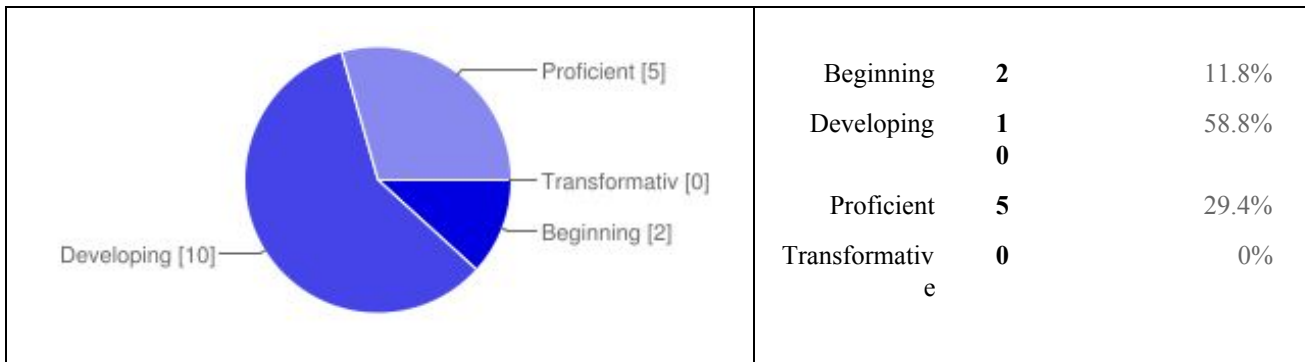
**5. Digital citizenship**

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

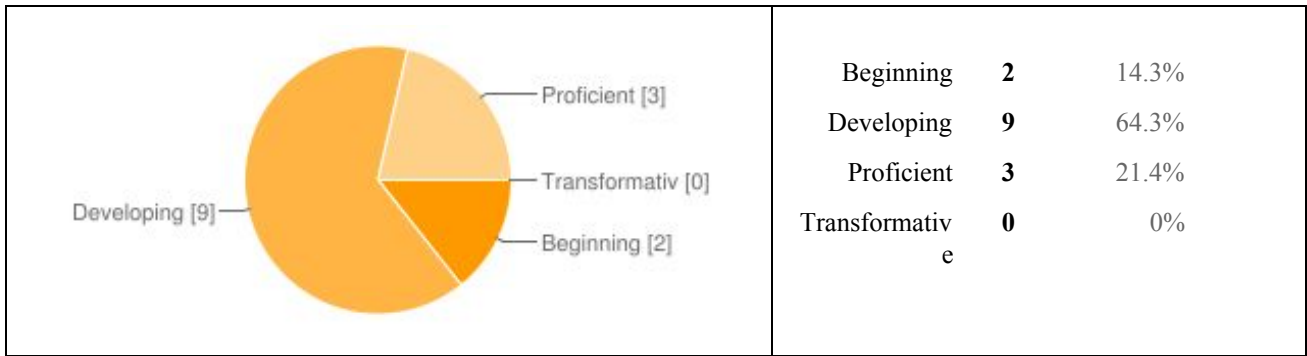
- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

In May 2015, administrators completed a survey and rated themselves on the following elements:

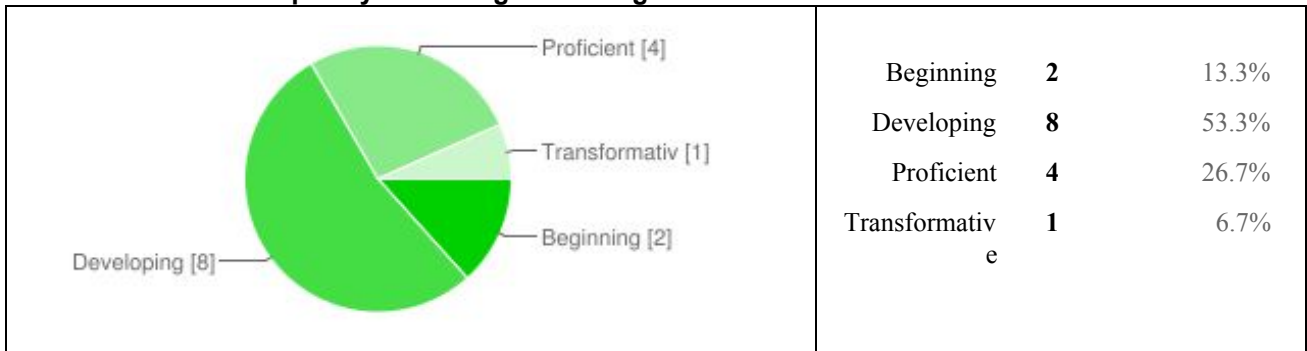
**Visionary Leadership: Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.**



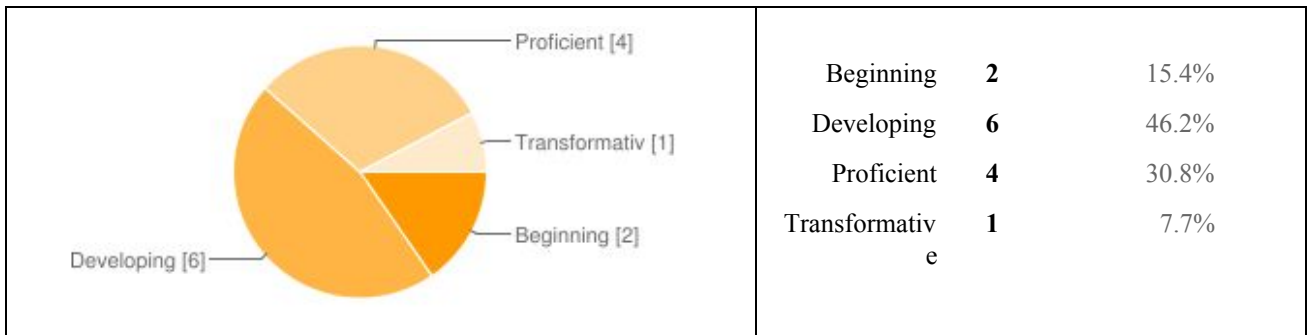
**Digital-Age Learning Culture: Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.**



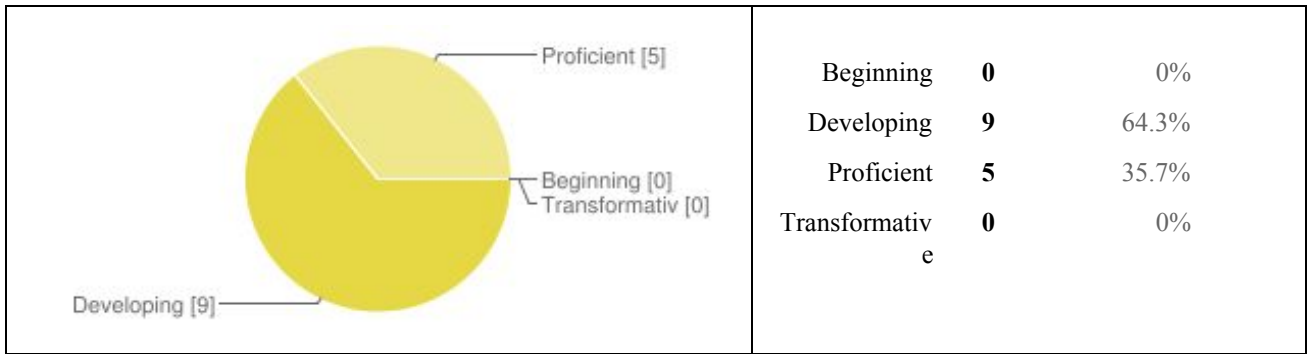
**Excellence in Professional Practice: Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.**



**Systemic Improvement: Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.**



**Digital Citizenship: Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.**



**3b. Describe goals and an implementation plan, with annual activities, for providing professional development opportunities based on your LEA needs, assessment data, and the Curriculum Component of the plan.**

The Professional development and learning model is based on three tiers of support for using technology for learning: Content Specialist/Technology Integration Coaches (K-5 and 6-12), site Technology Lead Teachers, and District level support. The Content Specialist- Data Coaches (district level) provide support for district and site staff for software use, data analysis, and student information and assessment management. In addition, IT support is provided at the district and site levels to ensure infrastructure and hardware is operational.

**Support for Classroom Teachers:** The district will recruit and support a cohort of site-identified teachers to serve as Technology Lead Teachers who will participate in a professional learning community to collaborate and hone their skills, support teachers at their respective sites in the use of technology to support teaching and learning, and act as technology liaisons between their schools and the district technology and curriculum departments.

**Integrating Technology into the Core Curriculum:** The Technology Plan proposes to team a Technology Integration Coach with teacher teams to provide on site support for developing units of study that integrate technology. The Technology Integration Coach would co-plan and co-facilitate lessons and support classroom integration through a coaching and co-teaching model. All administrators and support staff are expected to engage in the regular use of technology tools and attend online or in person workshops to build their expertise.

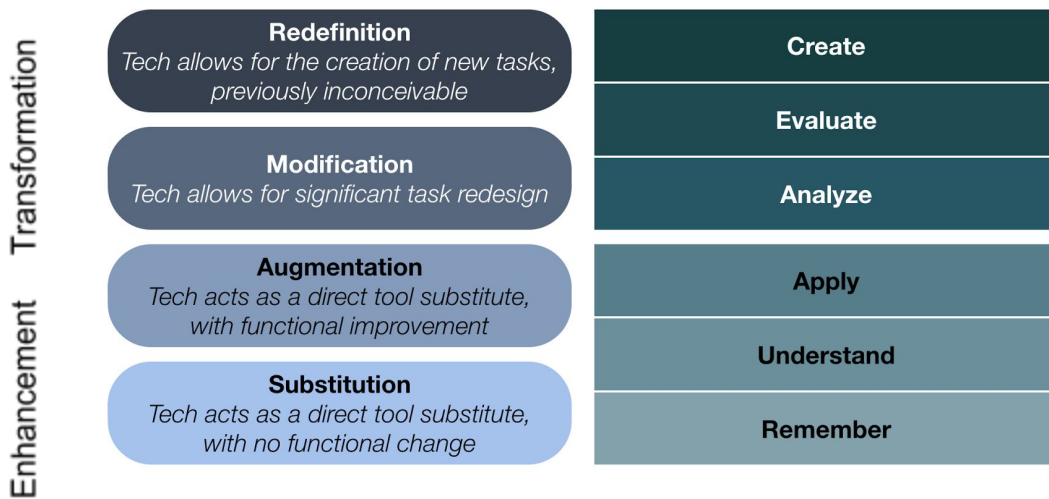
As mentioned in section 2B much of the technology integration has been focused on teacher productivity and in substitution activities with students (using technology to replace paper and pencil).



SAMR is a model designed to help educators infuse technology into teaching and learning. Developed by Dr. Ruben Puentedura, the model supports and enables teachers to design, develop, and infuse digital learning experiences that utilize technology. The goal is to transform learning experiences so they result in higher levels of achievement for students.

Teachers need to both create tasks that target the higher-order cognitive skills (Bloom's) as well as design tasks that have a significant impact on student outcomes (SAMR).

This model will serve as an introduction in all professional learning opportunities to develop awareness in teachers and support the thoughtful planning of units and lessons.



Successful technology implementations require high-quality, differentiated professional development and follow-up coaching. Research suggests that teacher professional development is crucial in the effective use of technology to redefine the student’s learning experience (Revolutionizing Education Through Technology, Greaves et al. 2012).

This plan calls for the development of a technology savvy teacher capable of first tier self-support of technology in the classroom. The professional development plan is designed to develop the following capacities of COJUSD teachers:

1. Use the technology to engage students in learning and transform the classroom from a teacher-centered instructional environment to a student-centered learning environment.
2. Practice safe and ethical use of the Internet. Model these practices for their students and intervene when unethical use of the technology by students is witnessed by the teacher.
3. Troubleshoot common issues with technology; assist students in troubleshooting issues with their technology. Develop the ability to learn new technology and skills and increase the comfort level of the teacher in adapting to rapidly changing technology.
4. Use technology to transform lesson plans, thus enabling students to learn concepts at a deeper level.
5. Use standard technology tools of the District including online collaboration tools, posting assignments online, online attendance entry, communication with parents, reviewing and interpreting student achievement data, and requesting service from the IT Help Desk.

Professional development will be offered in multiple modalities including online, in-person group, and 1:1 coaching.

Three series of courses will be developed, with components of each course available online for those educators who only need to focus on one area of the course, or refresher courses after the primary training.

The course sequence will be:

Basic Technology Tools and District Supported Programs (Illuminate, TCOE ERS resources, Google Apps For Education)

Applied Pedagogy (Unit and lesson design to support 4C's and student outcomes)

Using the Internet and Digital Literacy (appropriate and ethical use of technology)

**By June 30, 2016 50% classroom teachers and administrators will achieve the technology skill level of "Proficient and Advanced" on staff technology survey.**

**By June 30, 2017 75% of classroom teachers and administrators will achieve the technology skill level of "Proficient and Advanced" on staff technology survey.**

**By June 30, 2018 100% of classroom teachers and administrators will achieve the technology skill level of "Proficient and Advanced" on staff technology survey.**

<b>Professional Development Implementation Plan</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation</b>
Conduct specific trainings to develop technology proficiency skills based on responses on the technology survey (in particular, Google Apps for Education).	2015-16 and ongoing	Data Specialists Technology Coaches Site Technology Leads	calendar of events and evaluations
Provide stipends for teachers as incentive to become Google Apps certified.	2015-16 and ongoing	Assistant Superintendent - C & I	numbers certified
Develop a survey and professional learning aligned to the ISTE NETS for teachers and administrators	2015-16 and ongoing	Assistant Superintendent - C & I	survey and results
Embed the SAMR Instructional design models into professional	2015-16 and ongoing	Technology Coaches Site Technology Leads	training modules and evaluations

learning activities.			
Develop a website of resources for technology integration	2015-16 and ongoing	Technology Coaches	website
Develop expertise of Tech lead teachers and tech coaches	2015-16 and ongoing	Assistant Superintendent - C & I	training opportunities and evaluations
Develop a classroom walk through form that includes the integration of technology aligned with NETS.	2015-16 and ongoing	Assistant Superintendent - C & I and Principals	form and data gathered
Develop a transition plan to fully utilize Google Apps for Education districtwide	2015-16 and ongoing	Assistant Superintendents Director of IT	documentation
Provide training and support for administrators to use Google Apps for collaboration and communication	2015-16 and ongoing	Assistant Superintendent - C & I	documentation and evaluation
Provide training and support in Illuminate Student Information System and data and assessment management system	2015-16 and ongoing	Data Specialists	documentation and evaluations
Site technology lead teachers will provide monthly workshops to build skills of teachers	2015-16 and ongoing	Site Tech Leads	calendar and evaluations
Technology Coaches will provide ongoing support through co-planning and co-teaching	2015-16 and ongoing	Technology Coaches	calendar and evaluations

**4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA: The Plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services**

**that will be needed to improve education services.**

4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.

The following technologies are available to facilitate home/school communication:

- E-Mail: Currently implemented MS Exchange with Web Access for home use and Google Gmail.
- Web Pages: Schoolwires system is used for hosting of webpages.
- Phone System/Voice Mail: POTS system moving to Voice Over Internet Protocol for phone and voicemail uses. Administrators and teachers use SchoolMessenger, an automated system that sends out phone calls to students and parents. The reports generated from SchoolMessenger give feedback to teachers and administrators on the success of the phone calls and notifies them of disconnected phone numbers.

Current technology use for parent home use is dependent upon their own technology and ISP access. There are currently no “loaned” devices nor MiFi devices for parents to use. Technology savvy parents prefer email and COJUSD website updates. All parents use the home call system “School Messenger”. This is the preferred method. This is the most used method for home communications. On the horizon: Mobile COJUSD App, Social Media, and possible MiFi devices for frequent updates.

COJUSD uses a Cisco hardware bases 10GB Wide Area Network (WAN) between all school sites with a 20GB ISP at OHS MDF. Current plan is to move all sites from 1GB to 20GB ISP within 1 year. Each school site houses 1 Individual Distribution Facility (IDF) per class wing with 2 Cisco Switches. Current Cisco wireless network of 1 3700 series Access Point (AP) per classroom at El Monte and Orosi High Schools. APs are alternated every other classroom at all other sites. There is currently 100% coverage of wireless at all sites. Cisco APs controlled by state of the art Cisco 5500 series controller. Microsoft Servers currently maintain all user’s profiles and data. Implementation of new Virtual Server Clusters have begun. MS Exchange currently setup as VS.

COJUSD currently uses School Wires Asset management system. A complete inventory with technology age has been documented.

Students currently have access to the Tulare County Educational Resource Services websites for students, Renaissance Learning (K-8) for reading tests, Lexia Reading (TK-5) for early literacy skill development, Naviance (6-12) for career exploration/development, Shmoop (9-12) for CAHSEE remediation and supplemental instruction, Study Island (6-12) for remediation and support for students on Individual Education Plans (IEPs) and 504s, TypingTraining.com (K-8) for keyboarding instruction, and Illuminate Education for assessments. All of the main electronic resources have been chosen to support various district initiatives or curricular goals.

All of the electronic learning resources are located on the Internet so as long as a teacher or student has access to the Internet, the resources are available. The Assistant Superintendent of Curriculum and Instruction gets input from administrators and teachers about available electronic resources. Research is then conducted - visiting the California Learning Resources Network (CLRN) and using trial subscriptions of products. Once the resources have been identified and purchased, teachers are

trained on using the electronic resources. When resources require licenses or subscriptions, sufficient licenses are purchased so that all students have access to that particular resource.

Current COJUSD network capacity is setup for a 1-to-1 learning environment. There are currently no areas within the COJUSD sites that do not have network connectivity. Current WAN is set at 10GB and current ISP is 1GB with a 20GB available once Cisco equipment arrives. There are currently 3-4 outside lines per site with 1 internal line per classroom and office. Current capacity is all phone lines that can be used with numbering system of 1000-9999.

COJUSD receives a discounted rate of 90%. This is used for telecommunications, network and student equipment.

All staff members have email accounts. Students in Grades 6-12 have managed gmail accounts through the district. Future plans include creating accounts for all students K-12.

COJUSD IT Department has 6 technicians that provide technical support to all users. The 2 largest sites, Orosi High School and El Monte have their own respective technicians (included in the 6 total). Response times vary according to service ticket priorities. The IT Department PD includes 1 major technical certification a year. This includes but is not limited to Cisco CCNA and MCSE. Smaller informational PD is done throughout the FY.

Inventory is documented via the Schoolwires system. This keeps records of all pertinent information on the device. Records are generated when the device is received and prior to deployment. The IT department is currently in the process of developing a COJUSD Technology Replacement Plan.

The table below lists all of the devices as of May 2015. The goal of this technology plan is to provide a ratio of 1 device for every 2 students K-5 and 1:1 for students in 6-12 for use in English, Math, Science, Social Science (other courses have specialized technology or will have access to computer labs)

<p><b>Cutler</b> iPads - 206 Chromebooks - 120 Computer Lab - 30 Classroom Laptops - 6</p>	<p><b>Golden Valley</b> iPads - 180 Chromebooks - 120 Computer lab - 30 Classroom Student Desktop computers- 149</p>	<p><b>Palm</b> iPads - 160 Chromebooks - 120 Computer Lab - 30</p>
<p><b>El Monte</b> iPads - 39 Chromebooks - 262 Computer Lab - 30 Library - 13 Classroom Workstations - 81 Classroom Laptops - 39 (20 are STEM class laptops)</p>	<p><b>OHS</b> iPads – 6 Nexus Tablets – 16 Yoga Tablets - 30 Chromebooks - 463 Library Lab - 73 Business Lab - 33 Computer Lab - 34 Classroom Laptops - 80 TI-83+ Graphing Calculators -</p>	<p><b>Lovell</b> iPads - 2 Chromebooks - 30 Computer Lab - 20 Classroom Workstations - 50</p>

	210	
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Mobile devices are locked in classrooms/libraries when not in use. Buildings are regularly alarmed at the end of each day. iPads use “Where’s my iPad/iPhone” app to locate devices, if stolen. There are currently no tracking software for Chromebooks.

In addition to the mobile devices each school site has 1 or more computer labs and many classrooms have a number of desktop computers as well.

The purchase of additional devices and the replacement of various hardware is planned and funded through funding designated in the LCAP. \$300,000 has been allocated in the 2015-16 LCAP.

4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

This section of the plan addresses the following goals:

*Goal 1: To ensure a technology skills gap will not become the next achievement gap, COJUSD will work towards providing a ratio of 1 device for every 2 students for grades K-5 and a ratio of 1 device for each student for grades 6-12 (excluding P.E. and Visual/Performing Arts).*

*Goal 5: Continue to upgrade and maintain an infrastructure to support technology for learning and doing business.*

COJUSD is working to implement a 21st Century Classroom Model with specifications for technology for each classroom, library, and school. At the beginning of their academic journey, students generally consume more information than they produce. Tablets are intuitive and powerful devices for accessing information and producing simple artifacts. For this reason, tablets will be the most commonly used device in grades PreK-2, supplemented by the use of laptops in situations where they are a better fit for the instructional purpose.

As they progress in their PreK-12 journey, students need to have the ability to produce increasingly complex multi-media artifacts to demonstrate their understanding of the new State Standards. By third-sixth grade, students are producing sufficiently complex artifacts that require the use of a laptop computer, reducing the prevalence of tablets. Students also begin taking the CAASPP online in the 3rd grade and must be proficient in online tools and keyboarding. By the ninth grade, students have achieved sufficient mastery of technology that laptops and other mobile devices are used everyday. Students may also choose to bring their own technology to the classroom and take it home for use outside of the classroom.

The following specifications have been identified as a goal:

Each PreK-2 classroom is to be equipped with:12 iPads per classroom, document camera, digital projector, Interactive Boards, Voice Amplification systems – as needed for lessons, extended activities, and individual or group projects.

Each 3-5 classroom is to be equipped with a document camera, digital projector, Interactive Boards, and Voice Amplification systems and have access to Chromebook devices in the classroom (1 device to 2 student plan) and scientific probe-ware as needed for lessons, extended activities, and individual or group projects.

6-12 classrooms are to be equipped with a document camera, digital projector, and have access to Chromebook devices in the classroom (1device to 1 student plan), scientific probe-ware (science classes), and scientific calculators (math classes) as needed for lessons, extended activities, and individual or group projects. Sufficient bandwidth is available for students to bring their own devices in 9-12.

Grades K-12: A Google Drive account- which includes free, unlimited, cloud storage, and essential productivity programs (word processing, spreadsheets, presentations, e-mail, drawing) and other free educational apps and extensions.

Libraries will have workstations of mobile devices readily available for student use before, after and during school hours. WiFi systems will be placed in all areas of every campus. There will be a heavy emphasis for coverage and signal in all campus libraries.

Technical support - The middle school and high school shall have 1 FTE Computer Technician. The district will work towards having two technicians for the 3 elementary sites.

About 40% of all families currently have Internet access in their homes, about 60% have a computer at home. In order to provide 24 hour access to resources, under served populations would require MiFi devices for home Internet use. California Teleconnect Fund (CTF) offers up to 50% discount services on reoccurring cost for student connectivity. Fresno State telecommunications grant provides additional funds for student connectivity. This is an area the district will continue to improve.

**By June 30, 2016 100% of elementary classrooms will be at the 1:2 ratio for devices (iPads, Chromebooks, computer lab).**

**By June 30, 2017 100% of secondary classrooms will be at the 1:1 ration for devices in core classrooms.**

**By June 30, 2018 50% of elementary classrooms will be equipped with interactive boards.**

<b>Technology Hardware</b>			
<b>Activities</b>	<b>Timeline</b>	<b>Person Responsible</b>	<b>Monitoring and Evaluation</b>

Purchase additional devices for students and classroom to meet goals of plan	2015-16 and ongoing	Principals Assistant Superintendent Director of IT	LCAP budget allocation and inventory
Develop a replacement plan based on age of inventory and goals of technology plan	2015-16 and ongoing	Director of IT	LCAP budget allocation and inventory

**5. MONITORING AND EVALUATION COMPONENT CRITERIA: The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.**

5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

We strongly believe that purposeful technology, rooted firmly in the best instructional practices and executed with fidelity, will help our District accelerate the progress made to-date against the goals outlined in our LEA plan and the LCAP. As such, the goals of our technology plan in relation to student achievement are the same goals of our district plans. Because of the comprehensive vision for our plan and our students, we believe progress will be made across all of our identified metrics, with specific focus on the following subset:

College and Career Readiness Milestones

- Increase the percentage of students meeting standards in English Language Arts and Mathematics.
- Increase the percentage of 10th graders passing CAHSEE in English Language Arts.
- Increase the overall four-year graduation rate.
- Increase the number of students who are college ready as measured by EAP and college entrance exams.
- Increase the percentage of English Language Learner students who gain at least one proficiency level and meet State targets.

The Department of Curriculum and Instruction (C & I) will prepare a detailed annual implementation report. The following data will be collected to measure progress of all initiatives.

Evaluations Instrument and Data To Be Collected	Frequency of Collection
District program evaluation report <ul style="list-style-type: none"> <li>● LCAP metrics</li> </ul>	Annually



<p>Teacher Technology Survey</p> <ul style="list-style-type: none"> <li>• Teacher personal use for classroom management and instruction</li> <li>• Teacher progress towards ISTE NETS-Teacher standards</li> <li>• Teacher assignments requiring student use of technology</li> <li>• Level of professional development participation</li> </ul>	Annually
<p>Principal Technology Survey</p> <ul style="list-style-type: none"> <li>• Principal technology proficiency and use</li> <li>• Role of technology in school site plan</li> <li>• Expectations for teacher use of technology</li> <li>• Level of professional development participation</li> </ul>	Annually
<p>Classroom Observations</p> <ul style="list-style-type: none"> <li>• Teacher use of technology for instruction</li> <li>• Evidence of students using technology</li> </ul>	Fall and Spring
<p>Student Work Products</p> <ul style="list-style-type: none"> <li>• Evidence of students and teachers using technology in the classroom.</li> </ul>	Fall and Spring
<p>Student Technology Survey</p> <ul style="list-style-type: none"> <li>• Student technology skills proficiency, awareness of cyber-ethics and cyber-safety</li> <li>• Student access to and use of technology</li> </ul>	Annually
<p>Technology Installation Report</p> <ul style="list-style-type: none"> <li>• Upgrades and new installations</li> </ul>	Quarterly
<p>Illuminate</p> <ul style="list-style-type: none"> <li>• Student progress: assessments, attendance, grade</li> <li>• Use of Illuminate to analyze student progress and achievement</li> </ul>	Quarterly
<p>Professional Learning Sessions</p> <ul style="list-style-type: none"> <li>• Meetings sign-in sheets, agendas, handouts and work products</li> <li>• Professional development participation</li> <li>• Examples of how technology was integrated into the training</li> </ul>	Quarterly
<p>Sample Curriculum Components and Lesson Units (Google Drive)</p> <ul style="list-style-type: none"> <li>• Integration of technology into the core curriculum</li> <li>• Evidence of teachers giving assignment requiring students to use technology.</li> </ul>	Fall and Spring
<p>Classroom Observations Logs by Technology Coaches</p> <ul style="list-style-type: none"> <li>• Teacher use of technology for instruction</li> </ul>	Monthly

<ul style="list-style-type: none"> <li>• Teacher implementation of best practices</li> <li>• Evidence of student engaged with technology</li> </ul>	
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The Technology Team meets monthly to share information and review progress and needs. In addition, the Curriculum & Instruction Department team meets weekly to review upcoming events and addressed any concerns that may arise. There is a monthly Administrative Team meeting with district and site leaders to review progress and share information and concerns. There is a Fall and Spring convening of administrators to review student progress. These regularly scheduled meetings ensure that data is collected and analyzed and corrections are made in a timely manner in order to determine what implications, if any, exist. If the project timeline or goals needs to be modified, further processing and input will be sought out from the various stakeholder groups.

**APPENDIX - Rubric**

**1. PLAN BACKGROUND CRITERIA: The plan should guide the LEA's use of education technology for the next three years.**

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
1a. List specific start and end dates (7/1/xx to 6/30/xx). Provide a brief overview of the LEA, its location and demographics and/or share a link to the LEA's website.	Specific start and end dates, covering three years, are recorded. The plan describes the LEA's location and demographics, and includes a list of school sites plus a description of its significant student populations.	The plan is less or more than three years in length. The plan does not include a description of the LEA, its location, schools or demographics or provide a link to the LEA website.
1b. Describe how a variety of stakeholders from within the LEA and the community-at-large participated in the planning process.	The planning team consisted of representatives who will implement the plan, and their role in the plan development is discussed. If a variety of stakeholders did not assist with plan development, a description of why they were not involved is included.	Little evidence is included that shows that the LEA actively sought participation from a variety of stakeholders. There is no mention of the role the stakeholders in the plan development process.
1c. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing; or contains only a bibliography without annotation.

**2. CURRICULUM COMPONENT CRITERIA: The Plan must establish clear goals and realistic strategy for using telecommunications and information technology to improve education services.**

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
2a. Describe teachers' current access to instructional	The plan describes the technology access available for teachers. The plan describes the	The plan cites LEA policy regarding use of technology to support instruction, but provides

technology and current use of digital tools.	typical frequency and type of use (technology skills, information and literacy integrated into the curriculum) to support teaching and learning.	no information about its actual use.
2b. Describe students' current access to instructional technology and current use of digital tools. Include a description about the LEA policy, practices, and/or replacement policy that ensures equitable technology access for all students.	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students during the school day and outside of school. The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan explains technology access in terms of a student to computer ratio, but does not explain where access is available, who has access, and how and when various students can use the technology. The plan does not describe the policy or practices that ensures equitable technology access for all students. The plan does not recognize that equipment will need to be replaced and does not outline a realistic replacement plan that will support the Curriculum and Professional Development Components.
2c. Describe goals and an implementation plan, with annual activities, for using technology to improve teaching and learning. Describe how these goals align to the LEA's curricular goals that are supported by other plans. Describe how the LEA's budget/Local Control and Accountability Plan (LCAP) supports these goals, and whether future funding proposals or partnerships may be needed for successful implementation.	The plan delineates clear goals and an implementation plan, with annual activities, for using technology to support the LEA's curriculum goals and academic content standards to improve learning. The plan summarizes the LEA's curricular goals that are supported by the plan and referenced in LEA document(s). The plan clearly describes resources that are available or could be obtained to implement the plan.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals. The plan does not summarize LEA curricular goals or reference the plans in which these goals are found. Resources to implement the plan are not clearly identified or are so general as to be useless.
2d. Describe goals and an implementation plan, with annual activities, for how and when students will acquire the technology skills and information literacy skills needed for college and career readiness.	The plan delineates clear goals and an implementation plan, with annual activities, detailing how and when students will acquire both technology skills and information literacy skills.	The plan suggests how students will acquire technology and information literacy skills, but is not specific enough to determine what action needs to be taken to accomplish the goals; or the plan only addresses either technology literacy or information literacy skills.
2e. Describe goals and an implementation plan, with annual activities, to address Internet safety and the appropriate and ethical use of technology, including Assembly Bill (AB) 307 and Children's Internet	The plan describes or delineates clear goals and an implementation plan, with annual activities, outlining how students and teachers will be educated about Internet safety; and will learn about the concept, purpose, and significance of the	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but does not include annual training for all teachers and annual instruction for all students; and/or is not specific enough to determine what

Protection Act (CIPA) compliance, in the classroom.	ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	actions will be taken to accomplish the goals. The plan does not address AB307 and/or CIPA compliance.
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**3. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA: The Plan must have a professional development strategy to ensure that staff understands how to use these new technologies to improve education services.**

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
3a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	The plan only addresses teachers' or administrators' skills and needs, but does not address both. Description of current level of staff expertise is too general or relates only to a limited segment of the LEA's teachers and administrators.
3b. Goals and an implementation plan, with annual activities, for providing professional development opportunities based on a LEA needs assessment.	The plan delineates clear goals and an implementation plan, with annual activities, for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component goals.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component goals.

**4. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, SOFTWARE, AND ASSET MANAGEMENT COMPONENT CRITERIA: The Plan must include an assessment of the telecommunication services, hardware, software, asset management, and other services that will be needed to improve education services.**

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
4a. Describe the existing hardware, Internet access, electronic learning resources, technical support, and asset management already in the LEA that will be used to support the Curriculum and Professional Development Components of the plan.	The plan clearly summarizes the existing technology hardware, Internet access, electronic learning resources, and technical support to support the implementation of the Curriculum and Professional Development Components.	The summary of hardware, electronic learning resources, Internet access, and technical support is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components.
4b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant	The plan provides a clear summary of the technology hardware, electronic learning resources, networking and telecommunications	The plan includes a summary of hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant

<p>modifications, technical support, and asset management needed by the LEA's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>infrastructure, physical plant modifications, and technical support the LEA will need to support the implementation of the LEA's Curriculum and Professional Development components. The plan includes a description of how device inventory is documented, including any tracking software installed to monitor location, where the inventory is maintained, how mobile devices are physically secured when not in use, and the person(s) responsible.</p>	<p>modifications, and technical support necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and these components. The plan lacks information about how devices are inventoried and tracked through their lifecycle. The plan does not address how mobile devices are secured, or who is responsible for ensuring daily device security.</p>
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**5. MONITORING AND EVALUATION COMPONENT CRITERIA: The plan must include an evaluation process that enables the school to monitor progress toward the specific goals and make mid-course corrections in response to new developments and opportunities as they arise.**

Ed Tech Plan Criterion	Example of Adequately Addressed	Example of Not Adequately Addressed
<p>5a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.</p>	<p>The plan describes the process for evaluation using the goals and implementation plan of each component as the indicators of success.</p>	<p>No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.</p>
<p>5b. Describe the schedule for evaluating the effect of plan implementation, including a description of the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p>	<p>The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings. The plan does not provide information on how and/or when the plan's progress will be shared with all stakeholders.</p>