

Hacienda La Puente Unified School District Technology Plan

2021-2024



July 2021 – June 2024

Board of Education

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Board of Education Goals, Vision and Mission Statements

Mission Statement, Hacienda La Puente Unified School District

The Hacienda La Puente Unified School District is a community committed to developing lifelong learners who value themselves and the diversity of all people; apply decision-making skills leading to responsible actions; and use creativity, critical thinking, and problem solving in meeting the challenges of a changing society.

Technology is a key element in guaranteeing a quality education for all students. Technology can provide information and communications that can help support better teaching, learning and collaboration. The purpose of this Technology Master Plan for July 2021 to June 2024 is to articulate a long range strategy for the uses of technology within the district – to identify the instructional and operational needs within the district for which technology can provide tools to complete academic and administrative tasks to support college and career ready graduates.

Education Code § 51871.5, requires school districts to have a three-year technology plan as a condition for receiving any technology grants administered by the California Department of Education (CDE) after January 1, 2005. CDE encourages LEAs to develop and have a comprehensive technology plan locally approved by the administration or governing board.

The purpose of a local educational agency (LEA) educational technology plan is to guide the use of technology, by establishing clear goals and a realistic, comprehensive strategy to improve education through technology. The strategy should include how professional development will support staff in the use of technology in the classroom, as well as how information technology assets and services will be managed to support learning. LEAs are strongly encouraged to develop and implement a technology plan in support of a comprehensive strategy to improve education.

On November 8, 2016, the \$148mm Bond Measure BB was passed by the voters by a broad 3-1 margin of approval with 75% approval rate by voters with the focus on:

- Focus on Upgrade Classroom Technology: Classrooms and learning spaces throughout the District will be updated to keep pace with existing & emergent technologies of 21st-Century Learning – upgrades include broadband Internet (wired and wireless), state of the art hardware, and modular, multi-purpose furnishings. Approximately 150 classrooms are scheduled to be updated and ready for use by the start of school August 4, 2021.
- Ensure our students are technologically conversant and competitive by enhancing instruction with interactive interfaces, up-to-date software, personalized learning aids and cutting edge-library technologies.
- Upgrade or replacing electrical wiring, data networks, and computers at all sites.
- Ensure Student Safety: Students, staff, community members will be better-protected with improved campus security systems; including video cameras, area lighting,

additional fencing, emergency communication systems, smoke detectors, fire alarms & sprinklers.

(Source: Board Presentation Bond Passed, Now What: “Action Steps to be Taken”, January 4, 2017 Special Board Meeting)

Alignment and Support of Education Priorities and Plans

This technology plan revision is designed to support existing district plans and initiatives. These include the Local Control Accountability Plan (LCAP), Local Control Funding Formula (LCFF), New Pedagogies for Deep Learning (NPDL) and system implementations of new communications and assessment systems. Lessons learned from the COVID-19 pandemic are incorporated into this technology plan update.

While programs such as the Federal Enhancing Education Through Technology (EETT) have passed and a technology plan is no longer required by E-rate, this plan is designed to plan for and fulfill the expected needs of future technology funding opportunities. Reaching critical goals depends on improving professional development support, infrastructure, and expanding funding. This plan carefully weighed the cost and benefits of what actions to take. Choices (what to do, what not to do) and Prioritization (what should be done first, second, etc.) were elements in the selection of technology initiatives to move forward and support.

2021 National Education Technology Plan (NETP)

The U.S. Department of Education is committed to leveraging the power of technology to rethink education and approach student learning in new ways. To support this goal, the Office of Educational Technology is working to update and expand upon the vision presented in the 2017 NETP to ensure its relevance and usefulness based on the policy, funding and social contexts within which digital learning now occurs. The 2021 NETP will incorporate new developments in education technology and share a vision for how schools and districts across the country can continue to use technology to improve equity and opportunity for all students. It will also address infrastructure needs in order for the vision to become a reality. The updated 2021 NETP was not available at the time of updating of the district technology plan.

Source: National Education Technology Plan – Office of Educational Technology, US Department of Education, <https://tech.ed.gov/netp/>

Board of Education Goals

To ensure every student’s success, the Hacienda La Puente Unified School District Board of Education goals are:

Goal 1: All students in the Hacienda La Puente Unified School District will succeed in meeting high standards and achieving at high academic levels.

Goal 2: The Hacienda La Puente Unified School District will provide a supportive and innovative learning environment rich in the visual and performing arts and a challenging course of study to meet the unique needs of every student.

Goal 3: The Hacienda La Puente Unified School District will attract and retain quality personnel who demonstrate strong, positive leadership that promotes a culture of collaboration and teamwork and creates an environment in which all stakeholders feel respected, valued and are dedicated to every student's success.

Goal 4: The Hacienda La Puente Unified School District will efficiently expend and effectively maximize all resources to fulfill educational priorities, while sustaining and maintaining long-term financial stability.

Goal 5: The Hacienda La Puente Unified School District will provide its students and employees with safe, orderly and clean schools and district sites.

Goal 6: The Hacienda La Puente Unified School District will continue to develop, sustain, recognize, and promote programs of excellence and strong partnerships with parents and the community which result in high levels of success for all students.

The Eight Areas of State Priority for the Local Control and Accountability Plan (LCAP)

- Student achievement
- Student engagement
- Other student outcomes
- School climate
- Basic Services
- Parental Involvement
- Course Access
- Implementation of Common Core State Standards

**Local Control Accountability Plan (LCAP) Highlights:
Goals and key features of the HLPUSD LCAP 2021-2024.**

2021-24 LCAP Goals

Conditions of Learning <ul style="list-style-type: none"> • Basic Services • Implementation of CCCS • Course Access 	All students, Pre-K through 12, including low income, English learners, and foster youth, will have access to effective and equitable conditions of learning and safe learning environments that ensure their preparedness for college and career upon graduation.
Student Outcomes <ul style="list-style-type: none"> • Student Achievement • Other Student Outcomes 	All students, Pre-K-12, including low income, English learner, and foster youth, will meet or exceed expected academic performance outcomes to ensure their preparedness for college and career upon graduation.
Engagement <ul style="list-style-type: none"> • Parent Engagement • Student Engagement • School Climate 	All students and parents, including low income, English learner, and foster youth, will be actively and purposefully engaged in school and learning, provided within positive learning environments that promote emotional safety and school connectedness to ensure all students' preparedness for college and career upon graduation.



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Source: HLPUSD LCAP Special Study Session, Board Presentation, slide 13 (April 22, 2021)
<https://www.hlpusd.org/file/1534404091311/1379140869497/4963869466839395587.pdf>

Working closely with stakeholders throughout the district, eight goals aligned to the eight state priorities have been identified for focus from 2021-2024.

Goal 1: Basic Services: All students, Pre-K through 12, including low income, English Learners, and foster youth, will have access to high quality, standards-aligned materials, curriculum and instruction, provided by appropriately credentialed teachers, in effective, safe, attractive, positive and supportive learning environments, that prepares them for college and career upon graduation.

Goal 2: Implementation of California Standards for All and EL Students: All students, Pre-K through 12, including low income, English Learners, and foster youth, will have access to high quality, standards-aligned materials, curriculum and instruction, provided by appropriately credentialed teachers, in effective, safe, attractive, positive and supportive learning environments, that prepares them for college and career upon graduation.

Goal 3: Parent Participation: All district parents and guardians will be actively engaged in meaningful collaboration and/or shared decision making, resulting in achievement of measurable goals for school climate, student engagement, and academic achievement,

including English proficiency for English Learners, graduation rates, and college and career readiness.

Goal 4: Student Achievement: All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Goal 5: Student Engagement: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Goal 6: School Climate: All students, Pre-K through 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Goal 7: Course Access: All students, Pre-K to 12, including low income, English Learners, and foster youth, will be provided with a broad course of study that will prepare them for college and career upon graduation.

Goal 8: Other Student Outcomes: All students, Pre-K to 12, including low income, English Learners, and foster youth, will have access to and meet performance outcomes in other subject areas, including Science, History/Social Science, Physical Education, Visual and Performing Arts, Health, Technology, World Language, and Career Pathways courses, in preparation to meet college and career requirements upon graduation.

Seven District Goals for Instruction: All Students, All Content Areas, Pre-K - Grade 12 (2020-2021) (Revised 8/28/2020)

1. Continuum of Cognitive Rigor – Depth of Knowledge

- Instruction and assessment at all Depth of Knowledge levels
- Students engage in cross-curricular learning activities and integrated performance tasks that embed the 3 R's: Rigor, Relevance, and Relationships

2. Literacy in All Content Areas

- Reading and writing strategies taught in all content areas
- Appropriately complex and rigorous reading material in all classes
- Students respond to questions, citing evidence from text
- Students write argumentative and informative essays, citing evidence from text and additional resources

3. Mathematics for Conceptual Understanding and Procedural Fluency

- Essential Learning Standards
- Explicit connection to the 8 Math Practice Standards
- Students engage in performance tasks and assessments to demonstrate a progression of mathematical skills & reasoning

4. Instructional Lesson Design reflects the 4 C's: Critical Thinking, Collaboration, Communication, & Creativity

- New Pedagogies for Deep Learning (NPDL)
- Collaborative Structures
- Layers of Facilitation
- Gradual Release of Responsibility (GRR)
- Next Generation Learning
- Essential Understanding and Questions

5. School Climate and Culture

- Multi-Tiered Support
- Equity and Access
- Behavioral and Academic Rtl
- Onboarding
- Restorative Practices

6. Career Technical Education Pathways (CTE)

- College and Career Readiness (CCR) exploration and preparation
- Instruction emphasizes 21st Century workplace skills:
 - 7 Survival Skills: Critical Thinking, Collaboration, Adaptability, Entrepreneurship, Communication, Accessing Information, Creativity

7. Science, Technology, Engineering, Arts, Math (STEAM)/NGSS

- Integration of STEAM in Math/Science instruction to prepare students for college and career success in STEAM fields
- Implementation of Next Generation Science Standards

New Pedagogies for Deep Learning (NPDL): Leveraging Digital

“Why spend enormous amounts of time on committing information to memory when such a need exists for using the brain to investigate, research, synthesize, analyze, evaluate and construct knowledge?”

- *Ron Williams, ACSA President, “Changing Times – Past, Present and Future” (ACSA EdCal Newsletter, April 19, 2021)*

New Pedagogies for Deep Learning (**NPDL**) is a global partnership aiming to implement deep learning goals across whole education systems that are enabled by new pedagogies and accelerated by technology. The purpose of NPDL in HLPUSD is to foster deep learning so that all learners contribute to the common good, address global challenges, and flourish in a complex world. (Source: HLPUSD NPDL <https://www.hlpschools.org/npdl>)

As we move from asking our students to be consumers of knowledge to asking them to create and apply their solutions to real-world problems, the digital world enables collaboration and multi modal communication, new ways to create and share new knowledge, and opportunities to amplify, accelerate and connect learners and learning. Effective use of digital facilitates Deep Learning, regardless of geographic location or time of day, and supports students’ capacity to take control of their own learning both within and outside the classroom walls.

Source: *Shifting from Traditional to Deep Learning, Making it Happen – New Pedagogies for Deep Learning* : <https://deep-learning.global/making-it-happen/> (2019)

Technology Plan Goal

Technology is a key element in guaranteeing a quality education for all students. Technology can provide information and communications that can help support better teaching, learning and collaboration. To quote, "A 21st century plan for education should map out the policy, fiscal, technological and governance needs of the state's public schools, using our standards-based system as a foundation. A plan should emphasize how California's academic and content standards will be used to improve student learning, how decision making at the local level will accompany local accountability, how a plan will guide the implementation of education policy as opposed to a piecemeal approach to change, how technology will be implemented to advance these goals, and how the plan prioritizes recommendations included dedicated funding sources" (Source: 21st Century Schools, Legislative Platform, ACSA EdCal 2/23/2015).

The purpose of this Technology Master Plan for July 1, 2021 to June 30, 2024 is to articulate a long range strategy for the uses of technology within the district and to identify the instructional and operational needs within the district. The next three years promise exciting developments for student achievement with a focus and implementation of California Standards, Career

Technical Education (CTE), Science-Technology-Engineering-Arts-Math (STEAM), Next Generation Science Standards (NGSS), Visual and Performing Arts (VAPA) with Measure BB Bond 21st Century Classroom projects.

This technology plan will identify the foreseeable future instructional and operational needs within the district for which technology can provide tools to complete academic and administrative tasks in support of student achievement with college and career readiness.

The Federal Communications Commission (FCC) adopted the E-rate Modernization Order on July 11, 2014 and the Second E-rate Modernization Order on December 11, 2014. The Order modernized and streamlined the schools and libraries universal service support program (more commonly known as the E-rate program). Since its inception in 1997, the E-rate program has helped ensure that eligible schools and libraries have affordable access to the Internet. In modernizing the program, the Order helped to ensure that the program is geared towards meeting the broadband needs of schools and libraries in today's world of interactive, individualized digital learning. One of the streamlining steps was the eliminating of the Technology Plan Requirements (Order ¶¶ 197-198)

Beginning in funding year 2015, the Order eliminates the technology plan requirements for category two services. The FCC eliminated the technology plan requirements for Category 1 (then Priority 1) services in 2010.

(Source: <http://www.fcc.gov/page/summary-e-rate-modernization-order>)

On May 10, 2021, the Federal Communications Commission adopted final rules to implement the Emergency Connectivity Fund Program (ECF). The ECF will provide more than \$7 billion to schools and libraries for Internet access services to schools and libraries to close the Homework Gap. Initially, there were only a few details available about the final rules, with more information expected as it becomes available.

There is no state mandate or funding for technology plan review. While this is a best practice, it is not a requirement. Plan review is a local LEA decision and activity. (Source: LACOE Tech Plan Builder Site)

Reaching critical goals depends on improving professional development support, infrastructure, and expanding funding. The K-12 Ed Tech Voucher program and now defunct Enhancing Education Through Technology (EETT) initiatives are examples other funding opportunities that may arise in the future. This technology plan is designed to help HLPUSD to be ready to take advantage of those opportunities as they become available.

SAMR (Substitution, Augmentation, Modification, Redefinition) Model: How To Use Technology Well in the Classroom

Dr. Ruben Puentedura developed the SAMR model as a way for teachers to evaluate how they are incorporating technology into their instructional practice. The district and this plan use the SAMR model can be used to reflect upon how well technology is integrated the classroom. Is it an act of Substitution? Augmentation? Modification? Or Redefinition?

- Substitution (Enhancement): Technology acts as a direct tool substitute, with no functional change.
- Augmentation (Enhancement): Technology acts as a direct tool substitute, with functional improvement.
- Modification (Transformation): Technology allows for significant task redesign
- Redefinition (Transformation): Technology allows for the creation of new tasks, previously inconceivable.

Report of Findings from the HLPUSD Education Technology Survey 2021

Over the last two years, the District Education Technology Curriculum Committee (ETCC), comprised of teachers and administrators at all grade spans, Instructional Division, and NCS (Network and Computer Services), has worked collaboratively to develop a plan to move the District forward with technology. They created a survey that was sent out to teachers as a needs assessment on educational technology, programs implemented, and needs of teachers. Data and findings from the survey are to be used to support an instructional Ed Tech focus for next school year.

Over 340 teachers completed the Education Technology Survey. Upon analysis of the data, we learned that teacher continue to want ongoing training and support on programs including, but not limited to: Canvas, Aeries, ClassLink, adopted curriculum, Dreambox, Lexia, Discovery, Pear Deck, Google, and additional apps.

In HLPUSD, in June, 2020, almost none of our teachers used Canvas as a management system with students, teachers, classified staff, and parents. Now, we know via Canvas Analytics that teachers and students are accessing Canvas through Distance Learning daily, and learning throughout the weekends too.

Some quantitative and qualitative examples from the survey are:

- 99% of the 340 teachers use Canvas with students daily.
- Teachers want continued PD on many programs.
- There is a high correlation for elementary students using Lexia (ELA) and Dreambox (Math).

- A majority of teachers who responded would like additional PD on all components of Canvas. There is a high interest in continued support and trainings throughout the year.
- The survey included open-ended questions asking for success stories. Teachers shared many positive aspects of how they used technology with students and were able to leverage digitally through this challenging year making distance learning less distant for their students. They included these as positive aspects: using Zoom, communicating with students and parents, District support with ongoing PDs, setting up classroom and routine management online, including SEL (Social Emotional Learning) components, collaborating with colleagues, and celebrating the learning and growth of staff and students.
- Challenges included home internet connectivity, screen time, home support, turning in assignments electronically, and learning how to use a new LMS during a pandemic.

Teachers have different needs at elementary, middle, and high school. We continue to meet staff where they are with weekly PD sessions on these online resources, from our new LMS, Canvas, to diverse apps. The Curriculum and Instruction Department also sends out PD Surveys, asking teachers what they'd like to learn next.

We will use the data to make future decisions, whether these programs are aligned to the District 7 Instructional Goals, formative assessments monitoring student progress, effective interventions, or budgetary aspects on which programs bring HLPUSD the most return on investment, and most significantly, on student achievement.

Lessons Learned from the COVID-19/Coronavirus Pandemic

*Our growth in digital competencies has significantly increased our ability to connect and communicate. Consider how parents have become more engaged at this time. Middle and secondary students have had improved email access to teacher support. Social media has broadcasted upbeat and hopeful messaging. Through internet, students have been exposed to some of the finest museums, galleries and events in the world. Collaborative problem-solving meetings are easily conducted by digital. Tech is effective when it moves beyond mere transmission to foster connection and discovery. Why would we let all this go?
(On Leveraging Digital from NPDL Activate Deep Learning and Lift From Loss)*

The Incident Action Plan (IAP) COVID-19 Response highlights the significant technology actions and lessons learned from the pandemic: The distribution of thousands of student laptops and wireless internet devices called “hotspots” to support distance learning, teachers and staff working from home, the need for improved systems for communications & online instructional support and increased demands for technology assistance, support, equipment repairs and replacement, and training.

Source: Incident Action Plan (IAP) – COVID-19 Response (Chief John Babbitt, HLPUSD Police and Safety Department, 2021)

The COVID-19 pandemic is a public health crisis. However, valuable lessons and opportunities in education have been learned due to the pandemic. The New Pedagogies for Deep Learning (NPDL) Global Partnership proposes educators execute 10 priorities to activate deep learning and lift students from the loss they have encountered during this fragile period. These priorities will set schools on this energizing path. (*Source: Activate Deep Learning and Lift From Loss (2021)*). These 10 priorities were the focus of the theme **Learning Forward Building Bolder** revealed at a May 2021 HLPUSD District Leadership Team (DLT) meeting. These 10 priorities are:

- Asset Focused
- Nurture well-being
- Focus on school climate
- Ignite interest through deep learning
- Differentiate Instruction
- Students move forward
- Leverage digital
- Intentional pathways to support students
- Access to extended learning
- Expand family engagement and education opportunities

Lessons drawn yield similar conclusions of:

- The need to eliminate the digital divide that disproportionately impacts students and families, and the power and potential of virtual connections. Moving to distance learning illuminated the expanse of the digital divide. Divide closed by providing internet access and devices to students and families. A long way to go, hotspots not perfect, pandemic has accelerated the progress.
- Finding virtual ways to connect to students with teachers, support staff and counselors using Zoom and Microsoft Teams to connect. The doors are open to be able to tutor students at diverse times including evenings and weekends. HLPUSD data from the Canvas Learning Management system indicated student and teacher activity and usage on weekends and evenings.
- Growth in parent involvement using technology helped eliminate barriers to participation like childcare, travel time, and meals have made parents and caregivers feel welcomed and empowered.
- Other lessons include improvements in grading – what students know and are able to do versus compliance and completion, the importance of community partnerships to reduce

educator fatigue, and skillsets like time management, coping with frustration and self advocacy.

These lessons can improve our education systems as long as these lessons are used in improvements of education policy and practice.

“Education Must Apply Pandemic Lessons to Improve System”, Wesley Smith, ACSA Education Director, EdCal Newsletter, April 26, 2021

Essential Planning Questions/Action Steps for LEAs

As an LEA is contemplating different instructional schedule models, a review of the LEA’s infrastructure and resources should be considered in the decision-making process.

- 1) What technology access and resources are available for students and families? 2)
- 2) What technology support resources are available for students and families?

Source: Stronger Together: A Guidebook for the Safe Reopening of California’s Public Schools, Section Essential Planning Questions/Action Steps for LEAs (California Department of Education, June 2020)

Curriculum, Instruction, and Assessment Technology Goals

- Students will have the necessary skills to be successful in higher education and/or the world of work.
- Students and staff will be provided with the skills to become 21st century learners.
- Students and staff will be encouraged to become lifelong learners.

Overview and Stakeholder Groups

Community and School District Overview

The Hacienda La Puente Unified School District (HLPUSD) serves a diverse student community with the goal of preparing every student for college and career upon graduation. Our Pre-K-12 student population includes English Learner (EL), and the majority of students are classified as Low Income. Our EL students speak Spanish, Mandarin, and additional languages include Cantonese, Vietnamese, Filipino, Korean, Japanese, and Arabic. Our student population is made up of many ethnicities with the majority of our students identifying as Hispanic Latino, Asian, White, Filipino, African American, Two or More, Pacific Islander and American Indian. HLPUSD serves approximately 18,000 students in Pre-K through 12th grades at 32 quality schools: Seventeen elementary schools, six K-8 schools, four middle schools, four comprehensive high schools, one alternative high school, and an orthopedic unit for the physically handicapped. HLPUSD also serves the community through an extensive child development and adult education program. The 11.5 square mile district serves the

diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina.

Stakeholder Groups Input

- Education Technology Curriculum Committee
- HLPUSD Education Technology Survey 2021
- Instructional Services Division (ISD) & Curriculum Committee Meeting Notes
- District Leadership Team
- Parent Advisory Group- Comments on LCAP – District Advisory Council (DAC) and District English Learners Advisory Council (DELAC)
- Technology Teachers on Special Assignment (TOSA)
- Student Major Themes and Trends (2018 DLT student presentation)
- Teacher feedback from HLP Professional Development class surveys

Technology Goals and Objectives

Teaching and Learning

GOAL 1

Students will have the necessary skills to be successful in higher education and/or the world of work.

Objectives

- 1.1 Expand an HLPUSD scope and sequence of technology skills for all students based on the International Society for Technology in Education's National Educational Technology Standards for Students and the California Standards embedded technology standards.
- 1.2 Develop age and grade level specific lessons and activities which address the technology scope and sequence as outlined in the California Standards and provide students with engaging and effective 21st century skills.
- 1.3 Articulate technology lessons to teachers and provide training in embedding technology lessons into instruction and providing effective technology enhanced instruction.
- 1.4 Articulate what administrators need to know and do to support site technology enhanced instruction and district technology initiatives

- 1.5 Demonstrate and articulate collaboration tools and opportunities for teachers to use with students.

GOAL 2

Equip students with the 21st Century skills related to the ethical and appropriate use of information and Internet Safety to be literate citizens in a digital world.

Objectives

- 2.1 Update age and grade specific lessons for students related to ethical use, copyright, and fair use.
- 2.2 Update age and grade specific lessons for students related to Internet safety, information literacy, and social networking.
- 2.3 Confirm annual lesson completion by all students that provides for educating minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness, and response to meet E-rate funding requirements.

GOAL 3

Provide differentiated technology-based and online learning options to meet individual needs of students.

Objectives

- 3.1 Encourage staff and student collaboration as a resource to implement distance and online learning options.
- 3.2 Expand online high school course registration option through student information system.

Professional Development

GOAL 1

Increase Teacher Use of Technology through Increased Professional Development Capacity and Support

Five ways to increase technology use for teachers and students include 1) train teachers, 2) model new technology often (using the SAMR model), 3) practice, practice, practice, 4) have a vision (NPDLE Leveraging Digital, HLPUSD DLT “Build Bolder”, 5) create a technology maintenance budget. Current size and capacity of instructional technology support staff makes it challenging to support sharing innovations and improved & expanded teacher technology use across the district.

Recommendations to Support Teaching and Learning

- Site-based FTEs for intervention, academic support, and counselors
- Restore Academic Core, English Learners, Dual Immersion, and CTE TOSAs, district level
- Librarian to support textbooks, libraries, and literacy
- Expand Equity & Access to include Family Engagement
 - Family Services Specialists
 - Elementary Student Support Counselors
- Expand CTE Pathways and Courses, TK-12
- Establish Department for Innovative Instructional Technology
 - Director
 - Tech TOSAs
 - Technicians for data systems and educational software

(Source: Board Special Study Session, Local Control Accountability Plan (LCAP) Presentation, April 22, 2021)

GOAL 2

Use technology to support communication for parent and community engagement, collaboration, and effective sharing of resources.

Objectives

- 2.1 Continue to provide training for staff in the use of district student information systems (e.g. publisher curriculum web resources, Aeries student information system, Videri data analytics and data dashboard, Mastery Connect assessment system), business systems (e.g. LACOE Advantage BEST), data systems, cloud based systems (e.g. Microsoft Office 365, Google G-Suite), Canvas learning management system, ParentSquare communications system, district social media (e.g. Facebook, Twitter, Instagram, YouTube) and district web sites and pages.

2.2 Provide training on effective use of district communication for parent & community engagement and collaboration tools for classroom and online learning (e.g. MS Office 365, ParentSquare communications system, district social media (e.g. Facebook, Instagram, Twitter, YouTube), district websites and pages.

2.3 Continue to provide support for student Internet safety and ethical use lessons.

GOAL 3

Technology training shall be provided to all personnel in an effective, systematic, and on-going manner to improve user productivity and proficiency.

Objectives

- 3.1 Provide a library of video tutorials to support user education and support for most common features in district academic and administrative systems.
- 3.2 Provide a library of short tutorial instructions for most common features in district academic and administrative systems.
- 3.3 Provide training in 21st Century technology integration and best practices, support for 21st Century Classrooms technology.
- 3.4 Disseminate technology integration best practices and lessons across all grades and content areas.
- 3.5 Encourage staff collaboration using district provided online and cloud based collaboration tools.
- 3.6 Encourage site plans to be aligned with Local Control and Accountability Plan (LCAP) and district technology plans.

GOAL 4

Communication between home and school will continue to be encouraged.

Objectives

- 4.1 Explore website systems with improved visual appeal, ease of use, search and support to address desire for improved district websites.
- 4.2 Regular updates of district web sites to be visually appealing and a useful easy to use source of current information, be mobile device friendly, and Section 508 Americans with Disability Act (ADA) compliant for electronic and information technology.
- 4.3 Increase teacher use of Canvas learning management system classroom based web pages, including posting of assignments, announcements, special events, and parent information.
- 4.4 Expand site and district school to home communication using district provided Aeries Student Information System, district approved social media, ParentSquare communications system, and Aeries Parent portals and school marquees.
- 4.5 Promote anytime/anywhere parent access to current district and site information, e.g. Aeries Parent portal and school, district, and system mobile apps.

Security, Hardware, and Infrastructure

GOAL 1

The infrastructure (systems) and data systems shall be secure, stable, reliable, inventoried, and well-maintained, including the employment of appropriate back-up systems.

Objectives

- 1.1 Implement process and systems to support defense and response against malicious incidents (e.g. malware, ransomware attacks) to include user education, use of 3rd party support such as MS-ISAC and district risk management vendor.
- 1.2 Implement data backup and recovery processes and systems (e.g. immutable backups) to protect against malicious incidents and malicious data corruption.

- 1.3 Replace 20 year old fiber optic network cabling at school sites with current standard higher capacity fiber optic cabling to support future bandwidth needs.
- 1.4 Maintain, expand, and replace as needed network equipment and cabling to support district administrative and academic needs.
- 1.5 Ensure capacity of network infrastructure and services, including wireless network, supports high density use for instruction in support of all subject areas of California State Standards (CCSS), Next Generation Science Standards (NGSS), Science Technology Engineering Arts, and Math (STEAM), and Career Technical Education (CTE).
- 4.1 Provide and obtain professional development for staff to support network and data technology and cybersecurity.
- 4.2 Improve network availability for disaster recovery with backup district circuit for Internet services, uninterruptible power supply (UPS), and generator for network data and voice server room equipment.

GOAL 2

Technological resources shall be utilized in a manner designed to maintain the highest level of security possible for confidential information.

Objectives

- 2.1 Build cybersecurity support team including district technology staff, risk management to keep current with cybersecurity threats and user education needs.
- 2.2 Maintain all security and filtering in support of the Children's Internet Safety Act (CIPA), network firewalls, including monitoring and prevention against emerging data threats.
- 2.3 Provide cloud based computing and data storage with appropriate policies and security.
- 2.4 Maintain student data security as per state and federal requirements, such as the Family Education Rights Policy Act (FERPA).
- 2.5 Data Security and Data Privacy – Policy, practices, education, systems.

GOAL 3

District policies will be reviewed and maintained to reflect the most recent changes in technology and social media.

Objectives

- 3.1 Create, publish and implement a Social Media Policy with supporting user education.
- 3.3 Maintain and develop as needed new Board Policies in support of technology use.

GOAL 4

Provide all schools with technology to support California Standards and 21st century classroom information to improve student learning and academic achievement.

Objectives

- 4.1 Construct and provide support for 21st Century Classrooms technology under the Measure BB bond project.
- 4.2 Replacement cycle and technology maintenance budget for equipment as needed due to breakage, loss, technological change.

GOAL 5

Technology shall be acquired and deployed in a cost-effective and efficient manner. Among the issues that shall be addressed will be: Total Cost of Ownership, long and short term needs (including the plan for maintenance repair and replacement of technology), and the availability and efficient use of resources used for technology.

Objectives

- 5.1 Maintain district standards for teacher and student classroom computers and technology to improve support and purchasing efficiency.
- 5.2 Maintain district standards and support for administrative and academic hardware, software and network technology.

- 5.3 Include as part of Total Cost of Ownership (TCO), site or department purchased software, systems and hardware must include district provided training-professional development, ongoing licensing and upgrade costs.
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District Goals

GOAL 1

HLPUSD shall provide core systems for both administration and education.

Objectives

- 1.1 District will maintain all core infrastructure systems - network, file sharing and storage, voice, data, video, and security.
- 1.2 District will maintain all academic and administrative core software systems as needed:
 - Student Information System (SIS): Aeries (Vendor Web Hosted)
 - California Longitudinal Pupil Achievement Data System (CALPADS) for budgeting, assessment and demographics
 - Cloud Based Systems: Microsoft Office 365, Google G-Suite
 - Website System: School Loop (under replacement review 2021)
 - Learning Management System (LMS): Canvas (replace Blackboard 2020)
 - Evaluation System: Netchemi
 - Human Resources: BOSS HR (Replacing with LACOE BEST Project Human Capital Management (HCM))
 - Business Systems: LACOE BEST Project Budget and Finance (replace BOSS)

 - Special Education System: SIRAS
 - Food Services System: Meals Plus
 - Voice Over IP System-Public Address: Cisco & Singlewire
 - Transportation System: Edulog-Transtrak
 - Electronic Mail System: Microsoft Exchange/Outlook
 - Data Backup Systems: Dell VxRail, Dell Equallogic and EMC
 - Library/Textbook System: Destiny
 - Assessment System: Mastery Connect (replacing IO/EADMS 2021)
 - Data Analytics and Data Dashboard: Videri
 - Video Camera System: Milestone
 - Fire Alarm System: Silent Knight
 - Help Desk/Work Orders: School Dude (Facilities and NCS Help Desk)

- Document Imaging System: Laserfiche
 - Substitute Management System: AESOP
 - Mass Notification System: ParentSquare (replace School Messenger 2020)
 - Virtualized Servers & Desktops: VM Ware
- 1.3 HLPUSD will continue to provide professional development for Aeries features such as master scheduling, online new student enrollment, parent data confirmation, summer school, parent and student portals, analytics and reporting/structured query language (SQL).
- 1.4 Each July, district will provide an annual professional development calendar to support effective use of district systems.

GOAL 2

HLPUSD shall provide Fire/Life/Safety systems for all students and staff, along with asset protection.

Objectives

- 2.1 The district will provide, upgrade, and maintain automated fire and sprinkler systems and burglar alarm systems in accordance with code governing these systems.
- 2.2 The district will explore integrated solutions that combine internal and external public address systems and external speakers to provide coverage of the school site that comply with code governing these systems.

Budget and Monitoring

GOAL 1

HLPUSD shall provide budget resources to support the acquisition, operation, maintenance, repair and replacement of network equipment.

Objectives

- 1.1 HLPUSD will provide budget resources to support the acquisition, operation, maintenance, repair and replacement of network equipment.

- 1.2 HLPUSD will pursue state, federal and other funding opportunities that support district and technology plan objectives.
- 1.3 Through the annual Local Control and Accountability Plan (LCAP) process, the district will identify and allocate funding in support of ongoing technology operations and projects in support of the eight LCAP state priority areas.

GOAL 2

HLPUSD shall periodically monitor and review district technology, services, and systems for effectiveness, alignment to support achievement of district goals and objectives.

Objectives

- 2.1 Networking and Computer Services (NCS) will use input from existing stakeholder groups (e.g. District Leadership Team, Education Technology Committee, Curriculum Committees) to assist the district in using the tools of technology to accomplish the goal of providing a quality education described in the district objectives and technology plan.
- 2.2 During the budget planning process (January), NCS will review of annual and multiyear services and support agreements during budget planning period.
- 2.3 During the budget planning process (January), NCS review of replacement cycle of district network hardware and systems.
- 2.4 During the budget planning process (January), NCS will work with Instructional Services Division and Business Services to identify projects and funding for the coming year.
- 2.5 Create a cloud based or offsite backup disaster recovery site for protection of district data and systems and provide access in event of disaster.
- 2.6 Annually in April, the District Technology Committee will review technology plan and share progress in the areas of teaching, learning and professional development described in the district technology plan.
- 2.7 In 2023-2024, the District Technology Committee will begin the process to update the district plan for July 2024- July 2027.

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