



District
Education
Technology
Master Plan
E - R a t e a n d E E T T

Hacienda La Puente Unified School District

July 1, 2012 through June 30, 2015

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Background and Demographic Profile

The Community

The Hacienda La Puente Unified School District serves the beautiful communities of Hacienda Heights, La Puente, Valinda and Industry. As the largest school district in the San Gabriel Valley, the District serves approximately 21,000 pre-K-12 and 30,000 adult education students in the diverse communities of City of Industry, Hacienda Heights, La Puente and portions of Valinda and West Covina. The communities are located in Los Angeles County 20 miles east of downtown Los Angeles, in the San Gabriel Valley. Hacienda Heights and Valinda are unincorporated areas of Los Angeles County and are primarily residential. La Puente incorporated in 1956, is predominately residential with some major manufacturers. There are many parks and public facilities throughout the community with mountains, beaches, and recreational attractions nearby.

The beautiful weather of California allows residents to experience outdoor activities which contribute to overall health and well-being. Southern California offers a wide variety of cultural events, museums, art and educational experiences.

- City of Industry: <http://www.cityofindustry.org/news.php>
- Hacienda Heights: http://en.wikipedia.org/wiki/Hacienda_Heights,_California
- City of La Puente: <http://www.lapuente.org/default.htm>
- Valinda: http://en.wikipedia.org/wiki/Valinda,_California

The School District

The Hacienda La Puente Unified School District is one of the largest suburban school districts in California, serving more than 50,000 students at two main facilities and 32 satellite sites. The 11.5 square mile District serves the communities of Industry, La Puente, and the unincorporated Los Angeles County areas of Hacienda Heights and Valinda. The District includes 20 K-5 elementary schools, four K-8 schools, six middle schools, four comprehensive high schools, one alternative high school, a learning center, an orthopedic unit for students with disabilities, an Instructional Services Center, a Multilingual Assessment Center, a Curriculum Lab and an extensive child development and pre-school program. The District is governed by a five-member board of education and employees approximately 1,500 certificated and 1,100 classified employees.

1. Plan Duration and Overview

Plan Duration: July 1, 2012 - June 30, 2015

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.

-Mission Statement, Hacienda La Puente Unified School District

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 1, 2012 to June 30, 2015 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.

This plan will serve as the district E-rate and plan to meet program requirements for programs such as the now defunct EETT program or similar future programs for the next 3 years.

Reaching critical goals depends on improving professional development support, infrastructure, and expanding funding. Federal and State funding sources for technology have suffered greatly, as has the economy in the last several years. While the economy will eventually mend, the economic outlook from groups such as School Services of California, the Fiscal Crisis and Management Assistance Team (FCMAT) and the California Association of School Business Officials (CASBO) indicate that the next three years look fiscally lean. 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.

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.

During the next 3 years, this technology plan will address elements in the following areas in alignment with HLPUSD Board of Education Goals:

HLP Technology Plan Elements	Board of Education Goals
1. Digital Citizenship	High Standards-High Achievement
2. Intelligent Classrooms	High Standards-High Achievement
3. Blackboard (LMS) improvements	High Standards-High Achievement
4. Website (Public) improvements	Supportive & Innovative Learning
5. Systems-Software Programming	Effective & Efficient Resource Use
6. Professional Development	Attract and Retain Quality Personnel
7. Adult Education	High Standards-High Achievement
8. Online Education-Blended Learning	Supportive & Innovative Learning
9. Communications/Relationships	Attract and Retain Quality Personnel

10. Data Center and Disaster Recovery site	Effective & Efficient Resource Use
11. District wide Wireless network	Supportive & Innovative Learning
12. Computer Replacement and Access	Effective & Efficient Resources Use
13. Core Network Equipment	Effective & Efficient Resource Use

2. Stakeholders

Stakeholders		
Name	Position	CDS
Mike Gonzalez	Technology Support Staff	Los Angeles Hacienda la Puente Unified
Nancy Gibson	Classroom Teacher	Los Angeles Hacienda la Puente Unified La Puente High
Shelley Bernard	Technology Support Staff	Los Angeles Hacienda la Puente Unified
Terri Burgess	Classroom Teacher	Los Angeles Hacienda la Puente Unified Orange Grove Middle
Joanne Chan	Parent	
Frank Chang	Site Administrator	Los Angeles Hacienda la Puente Unified Mesa Robles
Ernesto Duarte	Classroom Teacher	Los Angeles Hacienda la Puente Unified Fairgrove Academy
Geb Fisher	Classroom Teacher	Los Angeles Hacienda la Puente Unified Los Altos High
Mauriana Gonzalez	Parent	
Erwin Helmich	Teacher (Non-Classroom)	Los Angeles Hacienda la Puente Unified Nelson Elementary
Larry Hernandez	Classroom Teacher	Los Angeles Hacienda la Puente Unified Orange Grove Middle
Joan Inouye	Teacher (Non-Classroom)	Los Angeles Hacienda la Puente Unified
Chris Jimenez	Classroom Teacher	Los Angeles Hacienda la Puente Unified William Workman High
Venetia Louie-Chee	Classroom Teacher	Los Angeles Hacienda la Puente Unified Cedarlane Academy
Kevin Maldonado	Site Administrator	Los Angeles Hacienda la Puente Unified Orange Grove Middle
Leslie Rapkine-Miller	Site Administrator	Los Angeles Hacienda la Puente Unified Kwis Elementary
Ricardo Recinos	Classroom Teacher	Los Angeles Hacienda la Puente Unified Glen A. Wilson High
Sharon Riggs	Classroom Teacher	Los Angeles Hacienda la Puente Unified Fairgrove Academy
Rosalie Sinapi	Site Administrator	Los Angeles Hacienda la Puente Unified Bixby Elementary
Jennifer Su-Matali	Classroom Teacher	Los Angeles Hacienda la Puente Unified Newton Middle
Thomas Tan	District Administrator	Los Angeles Hacienda la Puente Unified

Thompson Dave	Classroom Teacher	Los Angeles Hacienda la Puente Unified Grandview, College Preparatory Academy
Tu Shan	Technology Support Staff	Los Angeles Hacienda la Puente Unified
Ben Webster	Site Administrator	Los Angeles Hacienda la Puente Unified William Workman High
Yo Yamamoto	Teacher (Non-Classroom)	Los Angeles Hacienda la Puente Unified
Mary Lisenbe	Technology Support Staff	Los Angeles Hacienda la Puente Unified
Nick Devore	Technology Support Staff	Los Angeles Hacienda la Puente Unified

All of the volunteers listed agreed to participate in the Online Technology Support Committee. In order to respect their time, all meetings were held either synchronously or asynchronously. Several participants provided input from multiple points of view, both classroom and parent.

To help gather a wide variety of stakeholder feedback, a Survey Monkey online survey was e-mailed to every adult user on the district e-mail system. These represented employees, parents, administrators, teachers and members of the community. The survey helped us hear their voices and concerns to help improve our technology plan. Questions asked included:

- Describe the technology equipment and services that you would like at your school or department to help teaching, learning and collaboration?
- What are the most pressing technology problems or needs at your school or department?
- Please share any thoughts or ideas you would like to share about technology in HLPUSD.
- What features and services would you like to see on an improved district website?

Additional sources of stakeholder feedback included District Leadership Team (DLT) meetings, school quad meeting visits, and input from elementary, secondary and curriculum, instruction, and assessment (CIA) meetings.

3. Curriculum

3a. Current Access by teachers and students

"The challenge of our education system is to leverage the learning services and modern technology to create engaging, relevant, and personalized learning experiences for all learners that mirror students' daily lives and the reality of their futures" (National Education Technology Plan, Spring 2010).

Through discussion with stakeholder groups and through planning sessions, the technology goal of the district remains to provide an "*Anytime, Anywhere – Online Learning Community*" for staff, students and parents. Technology resources are available to all students and teachers district wide. Parents are also connected to the school and teachers via the Parent Portal. Beginning in 2011, several pilot programs have been implemented in the district to look at the viability of tablet mobile computing. The largest of these pilots has provided all site administrators with an iPad 2 equipped with selected apps. The specific purpose of the iPad is to perform classroom observations using Observation 360 and to allow teachers to view professional development videos using PD 360. The videos can be viewed either on the iPad or on a desktop or laptop.

- All classrooms throughout the district have access to the district network and Internet, with a minimum of eight network drops in each classroom. Many schools are also equipped with wireless connections to the Internet.
- Technology Services is actively investigating the use of mobile computer devices and the needs of the network in support of these wireless devices.
- All high schools have media centers and computer labs.
- Most middle schools also have computer labs and/or portable laptop carts with wireless connections, which can be moved from classroom to classroom.
- All teachers have access to a computer in their classroom for attendance, grades, email, personal productivity, and classroom use.
- Although the student to computer ratio varies by site, the District average is approximately 8:1. However, these are aging computers and discussions are taking place regarding this issue.
- The district learning portal, Blackboard, provides access to all the critical software for both staff and students, and is available *Anytime, Anywhere* on the Internet at the district's website. Blackboard is the district's implementation of the commercial Content Management System - Blackboard. Blackboard allows for delivery of online instruction for both students and professional development for teachers; online communication and collaboration using email, discussion boards, and chat; and document storage through the Digital Locker. Another feature of Blackboard is the ePortfolio. This ePortfolio allows both teachers and students to create an online portfolio of work samples, reflections, resume and any other digital items the teacher or student wishes to include.

Blackboard is a main feature in creating an “*Anytime, Anywhere – Online Learning Community*” for teachers and students.

In student data gathered from the latest administration of the Ed Tech Profile Student Survey, of 6,674 student respondents, only 12% indicated that they did not have a computer at home. Of the remaining 88%: 10% indicated that they had a computer at home, but didn’t use it; 15% indicated that they had a computer at home to use, but it was not connected to the Internet; and 64% indicated that they had a computer at home to use which was connected to the Internet.

3b. Current use of technology to support teaching and learning

The goals of the HLPUSD are Digital Teaching, Digital Learning, and Digital Citizenship.

Information gathered from the EdTechProfile teacher survey indicates that HLP teachers are using technology for personal productivity at higher rates than previously reported. These numbers have consistently risen over the last several years. Of the approximately 951 respondents:

- 93% indicated that they use technology tools to create instructional materials from once a month to daily
- 86% indicated that they use technology to deliver classroom instruction from once a month to daily
- 94% indicated that they use technology to manage student grades and attendance from once a month to daily (73% indicated daily)
- 97% indicated that they use technology to communicate with colleagues from once a month to daily (77% indicated daily)
- 87% indicated that they use technology to communicate with parents or students from once a month to daily
- 91% indicated that they use technology to gather information for planning lessons from once a month to daily.

When using technology with students, the numbers drop somewhat. Of the approximately 935 respondents:

- 52% indicated that they assign students word processing tasks from once a month to daily
- 59% indicated that they assign students reinforcement and practice tasks from once a month to daily
- 47% indicated that they assign students research using the Internet and/or CD-ROMS from once a month to daily
- 41% indicated that they assign students reports or projects using technology from once a month to daily
- 31% indicated that they assign students tasks involving demonstrations or simulations using technology from once a month to daily
- 16% indicated that students correspond with experts, authors or students from other schools via email or Internet from once a month to daily
- 29% indicated that students have tasks involving solving problems and analyzing data using technology from once a month to daily

- 29% indicated that students have tasks involving graphically presenting information using technology from once a month to daily.

Student data gathered from EdTechProfile provides a similar perspective. Of the approximately 6,673 student respondents in EdTechProfile, 78% indicated that in the class where they use technology the most, they use it from about once a month to more than once a week.

In addition to basic software of Microsoft Office, the district currently provides a variety of tools for teachers, students, librarians and administrators.

The chart below lists several of these pieces of software being used throughout the district. Some of these are district purchased and supported and some are site purchases.

Software Title	Software Description	Grade Level/Subject	Hardware and Access
Accelerated Reader-Renaissance Learning	<ul style="list-style-type: none"> • Reading management software that provides teachers with an easy and effective way to monitor all forms of guided reading practice • Teachers get detailed objective data to target instruction • Students read A/R designated books - take tests on computer for books read - point system set up for rewards • Allows for monitoring of student reading level based on STAR Reading test. 	Reading/Language Arts - all grades Usage dependent on site	<ul style="list-style-type: none"> • Server at district • District network • Classroom computer or media center for student access

<p>ActivStudio/ActivInspire - Promethean</p>	<ul style="list-style-type: none"> • Promethean software • Enables teachers to create interactive lessons with a range of learning modalities, which can help to increase student engagement and achievement. • Teachers are able to assess student learning with the help of Promethean student response system (Activotes). 	<p>All subjects - grades 3 to 12 Usage is at teacher's discretion</p>	<ul style="list-style-type: none"> • Teacher computer
<p>Adobe Connect Pro</p>	<ul style="list-style-type: none"> • Web-conferencing software that provides a secure user environment for online meetings and/or eLearning opportunities. • Provides efficient collaborative opportunities for teachers and administrators. • Allows users to view recorded online meetings/trainings at one's convenience. 	<p>All subjects - all grades Accessible to staff and administrators upon request and license availability. Usage dependent on site and teacher's/administrator's discretion</p>	<ul style="list-style-type: none"> • District network • Also available at any internet connected computer • Accessed through the Blackboard portal or host-provided URL.

<p>Audacity-SourceForge. Net</p>	<ul style="list-style-type: none"> • Digital audio recorder and editor application • Allow teachers and students to create and edit audio files, which can be used to build podcasts or vodcasts projects to reinforce concepts learned using a creative delivery method • Promotes reading and language development for students from diverse backgrounds to be able to understand and communicate learned ideas/concepts. 	<p>All subjects - all grades</p> <ul style="list-style-type: none"> • Usage dependent on teacher's/student's discretion 	<ul style="list-style-type: none"> • Available for both student and teacher computer
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<p>Aventa Learning- K12 Inc.</p>	<ul style="list-style-type: none"> • eLearning platform designed for secondary education in partnership with school/district • Delivers a variety of multimedia-based online instruction (independent and guided practice) to students through the use of Blackboard's learning management system • Managed by certified teachers to ensure high-quality instruction rigorous academic online program • Students complete standards-based lessons via Aventa's Blackboard portal and are assessed for proficiency to earn course credit. • Allows program mentors to readily monitor and track student progress to ensure success 	<p>All subjects - grades 9 to 12 Accessible to students depending on administrator or counselor request and license availability Currently being used at two district high schools and one continuation high school</p>	<ul style="list-style-type: none"> • Available at any internet connected computer • Accessed through Aventa's Blackboard portal
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Blackboard	<ul style="list-style-type: none"> • Communication : Announcements, Email, Discussion Board, Campus Pack: Blog / Journal / Wiki, Online Messaging, Grade Center • Content: Digital Locker, Document Sharing, ePortfolio • Assessment: Assignment, Survey, Test • Portal: Links to district resources for staff, students and parents District streamed media Links to school webpages • Courses and Organizations: Classroom courses for online learning Professional development and learning communities District organizations. 	All subjects - all grades Used daily at varying levels district wide	<ul style="list-style-type: none"> • District servers • Blackboard portal can be accessed at any internet connected computer by going to the district website
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Blackboard IM	<ul style="list-style-type: none"> • Real-time collaboration solution designed for academic environments - synchronized with Blackboard course/organization enrollments • Promotes immediate feedback or support for teachers students, district support staff through the use of text and audio chat features • Teachers are able to quickly check for understanding and modify instruction if necessary. • Allows administrators to broadcast notifications for campus-wide alerts. 	All subjects - all grades Utilized daily at varying sites and levels district wide	<ul style="list-style-type: none"> • District network • Available for any district computer
Compass Learning-Odyssey	<ul style="list-style-type: none"> • Assessment, curriculum, data management, and state standards correlation engine • Browser-based solution allows administrators and teachers to track student, class, school, and district data, aggregate and disaggregate the data, and produce detailed reports in compliance with NCLB requirements • Provides PreK-12 curriculum with engaging, hands-on activities in a stimulating learning environment. 	Language Arts, Math, Science and Social Science - grades K to 8 Usage dependent on site and teacher's discretion	<ul style="list-style-type: none"> • Wireless laptop carts at various schools using Odyssey K-8 • District wireless network • Computer labs and media centers for elementary and middle schools using Odyssey K-8 • Accessed through the Blackboard portal • Also available at any internet connected computer

Destiny Library Manager-Follett	<ul style="list-style-type: none"> • Library automation software that manages materials (books), patrons (students) and school staff/faculty • Efficient management of library catalog, circulation, and reporting • Provides online access to library collection. 	All subjects - all grades Used daily at site libraries and some textbook centers	<ul style="list-style-type: none"> • Server at each site dedicated to the library • District network • Computer and barcode scanner for check-out/check-in • Accessed through the Blackboard portal
Destiny Textbook Manager-Follett	<ul style="list-style-type: none"> • Management software for textbooks • Enables school to hold students and parents accountable for lost and damaged textbooks • Provides online access to textbook inventory and detailed reports including data for Williams Textbook Sufficiency Certification. 	All subjects - all grades Used by K-12 textbook centers, usually at the beginning and end of the semester/year.	<ul style="list-style-type: none"> • Server at district dedicated to the textbook center • District network • Computer and barcode scanner for circulation • Accessed through the Blackboard portal
Easy Grade Pro - Edline/Blackboard	<ul style="list-style-type: none"> • Digital grading system to support teachers in managing student information, grades, attendance, and progress reports • Enables teachers to efficiently manage and store student data; which can be shared with students, parents/guardians, staff, or administrators via the Blackboard portal or a printed hard copy • Provides detailed reports to clearly identify student and class performance. 	All subjects - grades 6 to 12 Utilized daily at varying sites grades 6-12.	<ul style="list-style-type: none"> • Available for any licensed teacher computer

Expression Engine - Ellis Lab Inc.	<ul style="list-style-type: none"> • Web publishing system • Provides school sites and departments the capability to create, develop, and maintain individual webpage(s) on district website • Allows the community and the public, to access district information and resources. 	All subjects - all grades and district departments Usage as dependent on site need	<ul style="list-style-type: none"> • District network • Also available at any internet connected computer • Accessed through the Expression Engine portal
Inspiration	<ul style="list-style-type: none"> • Visual learning • Students strengthen critical thinking, comprehension and writing skills across the curriculum • Students build graphic organizers to represent concepts and relationships; use the integrated outlining capability to further organize ideas for reports. 	All subjects - grades 6 to 12 Usage at teacher's discretion	<ul style="list-style-type: none"> • Student computers or teacher computer projected for class to view
iTunes	<ul style="list-style-type: none"> • Digital Multimedia Platform • Allows teachers and students to access and organize multimedia files to support teaching or learning of curriculum 	All subjects - all grades Available for both staff and student computers Usage at student's/ teacher's discretion	<ul style="list-style-type: none"> • Available for any computer

Jing-TechSmith	<ul style="list-style-type: none"> • Screen capture and screencast platform • Teachers are able to provide quick annotated, screen captured videos with information/instruction / feedback to students anytime, anywhere. • Provides students and teachers with collaborative experiences which can be viewed at one's convenience and used for reference/reinforcement. 	<p>All subjects - all grades</p> <p>Available for both staff and student computers</p> <p>Usage at student's/ teacher's discretion</p>	<ul style="list-style-type: none"> • Available for any computer
Jupiter Grades	<ul style="list-style-type: none"> • Web-based grading system to support teachers in managing student information, grades, attendance, and progress reports • Enables teachers to effectively and efficiently manage and store student data; which can be shared with students, parents/guardians, staff, or administrators with teacher-issued credentials • Provides summative and detailed reports to clearly identify student and class performance • Allows students and parents/guardians to access progress reports at anytime, anywhere. 	<p>All subjects - grades 6-8</p> <p>Currently used at three district middle schools</p>	<ul style="list-style-type: none"> • District network • Also available at any internet connected computer • Accessed through the Jupiter Grade's portal

Kidspiration	Visual learning • Students strengthen critical thinking, comprehension and writing skills across the curriculum • Students build graphic organizers to represent concepts and relationships; use the integrated outlining capability to further organize ideas for reports.	All subjects - grades K to 5 Usage at teacher's discretion	• Student computers or teacher computer projected for class to view
Microsoft Office Suite	• Excel • Outlook • PowerPoint • Word	All subjects - all grades Available for both staff and student computers Usage at student's / teacher's discretion	• Available for any district computer
My Access - Vantage Learning	• Online writing diagnostic and assessment environment • Provides instant essay scoring and immediate diagnostic feedback about the writing's focus, style, content, conventions, and organization. • Allows teachers to conduct early diagnosis, deliver writing assignments more frequently and monitor formative writing performance by student and class • Encourages students to write more frequently and improve their writing skills through continued writing and revisions.	English Language Arts- grades 6 to 8 Currently used at three district middle schools Usage dependent on site	• District network • Middle School wireless laptops, media center, or classroom computer(s) • Also available at any internet connected computer • Accessed through the Blackboard portal

<p>OARS - Red School House</p>	<ul style="list-style-type: none"> • Online Reporting System • Web-based software tool that facilitates the collection, reporting, and analysis of periodic assessments • Manages state and local assessment data that is accessible to teachers and administrators • Incorporates standards in creating instructional plans, tracking student progress, administering assessments, and producing standards-based report cards • OARS-INSPECT and user-created assessment results enable teachers to modify instruction. • Utilizing collected/analyzed data, school and district administrators are able to plan appropriate professional development and support. 	<p>All subjects - all grades Accessed as often as daily depending on district and site need</p>	<ul style="list-style-type: none"> • District network • Also available at any internet connected computer • Accessed through the Blackboard portal
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<p>Observation 360-School Improvement Network</p>	<ul style="list-style-type: none"> • Observation tool designed for administrators to easily utilize for evaluation • Integrates with PD360 to communicate comments or automatically-generate recommendations/training to staff member based upon observation results • Allows efficient management and access of observation reports anywhere and anytime. 	<p>All administrators - all grades Used on regular basis at all sites K-12</p>	<ul style="list-style-type: none"> • District network • Available at any internet connected computer or administrator's district iPad • Accessed through School Improvement's portal
<p>PD 360-School Improvement Network</p>	<ul style="list-style-type: none"> • Provides a vast majority of on-demand online professional development resources (e.g. streaming videos, professional learning communities, discussion board forums, online courses) in a secure user environment • Allows teachers and administrators to research and implement best practices to increase student achievement and teacher performance. • District-created streaming videos, which contain district program strategies, best practices, or objectives to promote awareness and content knowledge. 	<p>All subjects - all grades Available for both staff and administrators Usage dependent on site and at individual discretion</p>	<ul style="list-style-type: none"> • District network • Available at any internet connected computer • Accessed through School Improvement's portal

Publisher Created Software	<ul style="list-style-type: none"> • Publisher CD-ROMs, websites and links • Utilized in classrooms as resources, supplementary materials for instruction and guided practice. 	All subjects - all grades Used at teacher's discretion	<ul style="list-style-type: none"> • Teacher computer
ScanOARS	<ul style="list-style-type: none"> • Scanning Assessment Response software • Integrates with the district Online Assessment Reporting System • Provides teachers with instant assessment results to assess and monitor student learning, as well as modify instruction when necessary 	All subjects - all grades Available for staff computers	<ul style="list-style-type: none"> • Available for any district teacher computer
School Messenger-Reliance Communications	<ul style="list-style-type: none"> • On-demand notification system for K-12 education • Provides reliable and secure, home-school communication, to stay connected with parents/guardians and the community • School sites and teachers are able to generate messages with translation capabilities, delivery, tracking, and reporting options. 	All subjects - all grades Daily usage dependent on teacher/sites need.	<ul style="list-style-type: none"> • District network • Available at any internet connected computer • Accessed through the Blackboard portal
SMART	<ul style="list-style-type: none"> • Student Management and Records Tracker • Online attendance management • Online grades management 	All subjects - all grades Used daily across the district and at all sites	<ul style="list-style-type: none"> • District network • Teacher computer • Any internet connected computer

<p>STAR Reading-Renaissance Learning</p>	<ul style="list-style-type: none"> Helps determine the reading level of each student, measure individual and class growth and forecast results on standardized tests Effectively integrates with Accelerated Reader program. 	<p>Reading Language Arts - all grades Usage dependent on site</p>	<ul style="list-style-type: none"> Server at district District network Classroom computer(s) or media center for student access
<p>Turning Point Anywhere-Turning Technologies</p>	<ul style="list-style-type: none"> Interactive polling system combined with the use of Turning Technologies Student Response System Teachers can integrate program with any existing application Enables teachers to administer real-time assessments and check for student learning with the instant polling results Students are able to conduct interactive lessons and receive immediate feedback and use to self-reflect and assess his/her content proficiency. 	<p>All subjects - grades 3 to 12 Currently used at one district elementary, two district high schools, and district three middle schools</p>	<ul style="list-style-type: none"> Teacher computer
<p>Turnitin.com-iParadigms, LLC</p>	<ul style="list-style-type: none"> Customized Originality Reports, which contain extensive documentation of any potential plagiarism Promotes originality in student work, improves student writing and research skills, encourages collaborative learning, and saves valuable instructor time. 	<p>All subjects - grades 9 to 12 Currently used by two district high schools</p>	<ul style="list-style-type: none"> Available at any Internet connected computer

Twitter	<ul style="list-style-type: none"> • Real-time information network • School sites are able to keep students, parents/guardians, and the community informed and updated with current school/district news or events • The community can comment/respond to postings which will help sites to address questions or concerns. 	<p>All subjects - all grades</p> <p>Available per site request Usage dependent on site</p>	<ul style="list-style-type: none"> • District network • Available at any internet connected computer
Waterford Early Reading Program-Pearson Digital Learning	<ul style="list-style-type: none"> • Software-based curriculum, provides three levels of full-year instruction: Level One-emergent readers through Level Three-developing fluency • Waterford incorporates skills like letter mastery, reading and listening development, controlled and natural language stories, complex spelling, basic writing and keyboarding skills, and comprehension strategies. 	<p>Reading Language Arts- grades K to 3</p> <p>Used on a regular basis at all district elementary schools.</p>	<ul style="list-style-type: none"> • Classroom student computers and accompanying teacher station

Windows Live Movie Maker	<ul style="list-style-type: none"> • Digital Video Publishing application • Provides ability to create, edit, and share videos via the internet or other file formats • Teachers and students are able to integrate various media to create original digital video projects and share to demonstrate content competency in a creative, non-traditional delivery method. 	All subjects - all grades Used at student's / teacher's discretion	• Available for any district computer
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Student Voices

A 2012 survey of high school math students illustrates opportunities where technology information and communication can improve teaching, learning and collaboration. Below are selected examples of student comments:

Do...

- * Give us more review for the CST...
- * More examples of what I don't understand.
- * Make math lessons fun sometimes.
- * More explaining and examples.
- * Use active examples.
- * Use competitive games with examples.
- * Explain how the concept can be applied to reality.

Don't...

- * Be boring.
- * I was held back along with the class because 1 person didn't get the problem. In their case, they should just come after school and have the teacher explain it to them.

User Voices

To help gather a wide variety of stakeholder feedback, a Survey Monkey online survey was e-mailed to every adult user on the district e-mail system. These represented employees, parents, administrators, teachers and members of the community. The survey helped us hear their voices and concerns. Questions asked included:

- Describe the technology equipment and services that you would like at your school or department to help teaching, learning and collaboration?
- What are the most pressing technology problems or needs at your school or department?
- Please share any thoughts or ideas you would like to share about technology in HLPUSD.
- What features and services would you like to see on an improved district website?

Below are some excerpts of their responses:

“More student computers. Help with our computer lab!”

“Our students have little or no access to computers.”

“Computers are old and crashing. We need a tech on site longer than 1x/week for 4 hours.”

“Individual computers for students to take home or individual kindles for the student”

“Additional support and service on upgrading and maintaining existing equipment and programs”

“Full time technician, 16 hours per week is not even near the help we need with all the technology we currently have.”

“Poor response time from NCS for problem solving.”

“Laptops with new batteries (the ones we have are dying)”

“Each classroom equipped with 6-8 desktop computers for instructional purposes. Laptops require set up and take down each day.”

“Smartboards and ceiling mounted projectors”

“Each classroom should have a printer.”

“Help and training on technology, excel, etc. on how we can improve efficiency through the use of technology in our work environment”.

“We could use more in-depth training on promethean boards”.

“It would be nice to have someone on site to teach trainings on how to better integrate technology into teaching.”

“How to use e-mail more efficiently, i.e. filing e-mail, calendar, formatting e-mail, excel”

“I would appreciate any instructional handbooks to help better understand how to use BOSS and other such programs.”

“Lack of training. How to integrate technology into our classrooms”

“New Blackboard not user friendly. Most teachers I know don’t use it at all!”

“Make Blackboard less like a black hole. Less is more. Too much info.”

“I would like to see more of the website updated. Many of the schools information is not updated or missing.”

“I think the district has to rethink the policy that makes a TOTAL ban on cell phones. Some students have smart phones that could be used for class work.”

“We need to investigate tablet usage for students much more, they are much more friendlier for our younger students to operate.”

“Many of our students and parents don’t have access to it (district website) due to lack of computers and Internet access at home.”

3c. District curricular goals to support the plan

The HLPUSD Board of Education has adopted the following mission statement for the 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.”*

All students in the HLPUSD are provided with access to a standards based instructional program. Instructional materials are chosen based on adopted state frameworks and standards. Adoption committees are formed to examine available content materials and accompanying technology components and make recommendations for district adoption. Each instructional division, Elementary (preK-5) and Secondary (6-12) have identified specific curriculum goals.

Elementary goals address ELA, Math, ELL/ELD, Special Education, and student classroom behavior in the following areas:

- Accountability and reporting
- Professional Learning Communities (PLC)
- Response to Intervention (RTI)
- Curriculum fidelity
- Instructional practices (direct, explicit, and systematic)
- Data driven conferencing
- Assessments (Common and Interim)
- School Leadership Expectations
- Parent involvement

Secondary instructional goals also address all curricular areas including:

- Common Assessments – at least 4 common assessments in ELA and math
- Data Driven Collaboration – at least 30 minutes of data driven collaboration per week
- Academic Interventions – both ELA and mathematics
- Professional Learning Communities and Curriculum Study Committees
- Response to Intervention (RTI)
- Increased rigor in ELA, mathematics instruction (Algebra), and science
- Foreign language at the middle schools
- Research based instructional practices
- Technology
- Career Technology

The Educational Technology and Media Center (ETMC) will provide support in the implementation of technology components of new state adoptions and in addressing the goals for both the elementary and secondary instructional divisions. ETMC will also support teachers in the use of Interactive White Boards in their classrooms, as outlined in sections 3d and 4b. All classroom support by ETMC staff will coordinate with the state standards for the teaching profession.

In addition to the goals of the elementary and secondary divisions, the goal of the ETMC is to work with all departments in the Instructional Division to help teachers develop lessons that integrate technology across the curriculum. The instructional goals of the ETMC include:

Technology Integration Training	
	Work with teachers on the tools and resources available within the Blackboard Learning Management System
	Assist teachers in the creation of standards based-technology integrated lessons for use with the classroom Interactive White Boards
Curriculum Adoptions	
	Member of ETMC included on adoption committees to provide input on technology elements of proposed curriculum adoptions
	Member of NCS included on adoption committees to provide input on hardware requirements on proposed curriculum adoptions
	Work with the adoption committee in choice of curricular material that provides effective software along with hardware requirements that meet the district guidelines.
Anytime/Anywhere Learning	
	Professional development provided in hybrid or fully online format where possible
	Classroom online learning opportunities using Blackboard
	Video conferencing

3d. Teaching and Learning Goals

Goal 3d.1: To increase the regular use of technology as a vital tool to improve student achievement and mastery of grade level content standards in support of the curricular goals of the Elementary and Secondary Instructional Divisions.

Objective 3d.1.1: By June 2015, students in grades 5-8 who are in classrooms equipped with an Intelligent Classroom (interactive white board system, student response system, and webcam), will report that the system is in use and that students interact with the Intelligent Classroom components a minimum of 40% of their class time, as reported on a district created survey.

Benchmarks:

- Year 1: By June 2013, students in grades 5-8 who are in classrooms equipped with an Intelligent Classroom (interactive white board system, student response system, and webcam), will report that the system is in use and that students interact with the Intelligent Classroom components a minimum of 20% of the class time.
- Year 2: By June 2014, students in grades 5-8 who are in classrooms equipped with an Intelligent Classroom (interactive white board system, student response system, and webcam), will report that the system is in use and that students interact with the Intelligent Classroom components a minimum of 30% of the class time.
- Year 3: By June 2015, students in grades 5-8 who are in classrooms equipped with an Intelligent Classroom (interactive white board system, student response system, and webcam), will report that the system is in use and that students interact with the Intelligent Classroom components a minimum of 40% of the class time.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Install components of the Intelligent Classroom system and train teachers in the basic use of the components.	2012-2015	Technology Services staff (NCS and ETMC)	Technology Services; Online Technology Support Committee	Installation data, Training sign in sheets, Teacher provided anecdotal data
Train teachers to use the interactive white boards to directly engage students with the material being presented.	2012 - 2015	District Program Specialist, technology; Teachers on Special Assignment; school administrators	Technology Services; Online Technology Support Committee; School Administrators	Student responses on district created surveys; walkthrough observation tools, training sign in sheets; anecdotal data
Train teachers in the use of the student response systems as a tool for gathering data and for student engagement.	2012 - 2015	District Program Specialist, Technology; Technology Teachers on Special Assignment; School administrators	Technology Services; Online Technology Support Committee; School administrators	Student responses on district created surveys; walkthrough observation tools, training sign in sheets; anecdotal data

Objective 3d.1.2: By June 2015, students in grades 9-12 who are in classrooms equipped with an Intelligent Classroom (interactive white board system, student response system, and webcam), will report that the system is in use and that students interact with the Intelligent Classroom components a minimum of 40% of the class time, as reported on a district created survey.

Benchmarks:

- Year 1: By June 2013, students in grades 9-12 who are in classrooms equipped with an Intelligent Classroom (interactive white board system, student response system, and webcam), will report that the system is in use and that students interact with the Intelligent Classroom components a minimum of 20% of the class time.
- Year 2: By June 2014, students in grades 9-12 who are in classrooms equipped with an Intelligent Classroom (interactive white board system, student response system, and webcam), will report that the system is in use and that students interact with the Intelligent Classroom components a minimum of 30% of the class time.
- Year 3: By June 2015, students in grades 9-12 who are in classrooms equipped with an Intelligent Classroom (interactive white board system, student response system, and webcam), will report that the system is in use and that students interact with the Intelligent Classroom components a minimum of 40% of the class time.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Install components of the Intelligent Classroom system and train teachers in the basic use of the components.	2012-2015	Technology Services staff (NCS and ETMC)	Technology Services; Online Technology Support Committee	Installation data, Training sign in sheets, Teacher provided anecdotal data
Train teachers to use the interactive white boards to directly engage students with the material being presented.	2012 - 2015	District Program Specialist, technology; Teachers on Special Assignment; school administrators	Technology Services; Online Technology Support Committee; School Administrators	Student responses on district created surveys; walkthrough observation tools, training sign in sheets; anecdotal data
Train teachers in the use of the student response systems as a tool for gathering data and for student engagement.	2012 - 2015	District Program Specialist, Technology; Technology Teachers on Special Assignment; School administrators	Technology Services; Online Technology Support Committee; School administrators	Student responses on district created surveys; walkthrough observation tools, training sign in sheets; anecdotal data

3e. Acquiring technology skills and information literacy skills

“To be information literate, an individual must recognize when information is needed, and have the ability to locate, evaluate, and use effectively the information needed”. (Source: Presidential Committee on Information Literacy. Final Report. American Library Association, 1989.)

Information literacy is more than being able to locate and present information. Information literacy also includes the ability to evaluate information found on the web for authenticity and validity. HLPUSD recognizes that information literacy is a natural progression from general literacy. The goal of the school district is to equip students with the skills needed to literate citizens of a digital world.

Goal 3e.1: All K-8 students, when at an appropriate point on the pacing calendar, will complete lessons and activities created by the Educational Technology and Media Center (ETMC) using iSafe materials which cover technology skills and information literacy skills needed to succeed in the classroom and workplace.

Objective 3e.1.1: By June 2015, all K-8 students, when at an appropriate point on the pacing calendar, will complete lessons and activities created by the Educational Technology and Media Center (ETMC) using iSafe materials which cover technology skills and information literacy skills needed to succeed in the classroom and workplace.

Benchmarks:

- Year 1: By June 2013 all 6-8 students, when at an appropriate point on the pacing calendar will complete lessons and activities developed by the Educational Technology and Media Center (ETMC) using the iSafe curriculum which covers technology skills and information literacy skills needed to succeed in the classroom and workplace.
- Year 2: By June 2014, all 4-8 students, when at an appropriate point on the pacing calendar will complete lessons and activities developed by the Educational Technology and Media Center (ETMC) using the iSafe curriculum which covers technology skills and information literacy skills needed to succeed in the classroom and workplace.
- Year 3: By June 2015, all K- 8 students, when at an appropriate point on the pacing calendar will complete lessons and activities developed by the Educational Technology and Media Center (ETMC) using the iSafe curriculum which covers technology skills and information literacy skills needed to succeed in the classroom and workplace.

Implementation Plan

Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create technology and information literacy lessons using iSafe curriculum for grades 6-8.	By June 2012	ETMC Staff	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Create technology and information literacy lessons using iSafe curriculum for grades 4-5.	June 2013	ETMC Staff	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Create technology and information literacy skills lessons using iSafe curriculum for grades K-3.	By June 2014	ETMC Staff	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Roll out technology and information literacy lessons using iSafe curriculum for grades 6-8	By June 2013	ETMC staff, site administrators, 6-8 teachers	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Roll out technology and information literacy lessons using iSafe curriculum for grades 4-5.	By June 2014	ETMC Staff, site administrators, site teachers	Technology Services Committee; Online Technology Support Committee; site administrators	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Roll out technology and information literacy lessons using iSafe curriculum for grades K-3.	By June 2015	ETMC Staff, site administrators, site teachers	Technology Services Committee; Online Technology Support Committee; site administrators	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results

Goal 3e.2: All 9-12th grade students, when at a time appropriate to the pacing calendar, will complete lessons and activities covering technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Objective 3e.2.1: By June 2015, all 9-12th grade students, when at a time appropriate to the pacing calendar, will complete lessons and activities covering technology skills and information literacy skills, needed to succeed in the classroom and workplace, as presented through the district created Digital Citizenship online course.

Benchmarks:

- Year 1: By June 2013, all 9-10th grade students, when at a time appropriate to the pacing calendar, will complete lessons and activities covering technology skills and information literacy skills, needed to succeed in the classroom and workplace, as presented through the district created Digital Citizenship online course.
- Year 2: By June 2014, all 9-11th grade students, when at a time appropriate to the pacing calendar, will complete lessons and activities covering technology skills and information literacy skills, needed to succeed in the classroom and workplace, as presented through the district created Digital Citizenship online course.
- Year 3: By June 2015, all 9-12th grade students, when at a time appropriate to the pacing calendar, will complete lessons and activities covering technology skills and information literacy skills, needed to succeed in the classroom and workplace, as presented through the district created Digital Citizenship online course.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create a roll out plan for Digital Citizenship Online course for grades 9-10.	By June 2013	ETMC Staff, Assistant Principals of 4 comprehensive high schools, principal of the continuation high school.	Technology Services Committee; Online Technology Support Committee, site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results
Create a roll out plan for the Digital Citizenship Online course for grades 11 and 12	By June 2014	ETMC Staff, assistant principals of 4 comprehensive high schools, principal of continuation high school	Technology Services Committee, Online Technology Support Committee, site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results
Monitor roll out of Digital Citizenship Online course to grades 9-10.	2013 and 2014	ETMC Staff, site administrators, site teachers	Technology Services Committee, Online Technology Support Committee, site administrators	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results

Monitor roll out of Digital Citizenship Online Course to grades 11 and 12	2014 and 2015	ETMC Staff, site administrators, site teachers.	Technology Services Committee; Online Technology Support Committee, site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results
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Goal 3e.3: Students will demonstrate grade level appropriate technology skills, as identified on district technology standards, through their use of classroom technology for research, organization, presentation, data analysis, skill building and reinforcement and problem solving.

Objective 3e.3.1: By June 2015, 60% of students, will demonstrate grade level appropriate technology skills, as identified on district technology standards, through their use of classroom technology for research, organization, presentation, data analysis, skill building and reinforcement and problem solving as reported by teachers through Ed Tech Profile and district technology survey.

Benchmarks:

- Year 2: By June 2014, 50% of students, will demonstrate grade level appropriate technology skills, as identified on district technology standards, through their use of classroom technology for research, organization, presentation, data analysis, skill building and reinforcement and problem solving as reported by teachers through Ed Tech Profile and district technology survey.
- Year 3: By June 2015, 60% of students, will demonstrate grade level appropriate technology skills, as identified on district technology standards, through their use of classroom technology for research, organization, presentation, data analysis, skill building and reinforcement and problem solving as reported by teachers through Ed Tech Profile and district technology survey

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Revise district technology standards to be in line with state common core standards and ISTE student expectations.	By June 2013	ETMC Staff and Online Technology Support Committee	Technology Services Committee; Online Technology Support Committee, site administrators.	Meeting minutes and documentation
School Board presentation on new district Technology Standards	By Sept 2014	Program Specialist, Technology and Director of Networks and Computer Services	Technology Services Committee, Online Technology Support Committee, Superintendent's cabinet.	School Board agenda and minutes

Publish Technology Standards to classroom teachers along with implementation guide	2014 and 2015	ETMC Staff, site administrators, site teachers	Technology Services Committee, Online Technology Support Committee, site administrators	Anecdotal data from teachers and Tech TOSAs, District created teacher and student survey, teacher and student EdTechProfile survey results
Classroom visits by ETMC staff to assist with standards implementation.	2014 and 2015	ETMC Staff, site administrators, site teachers.	Technology Services Committee; Online Technology Support Committee, site administrators.	Anecdotal data from teachers and Tech TOSAs, District created teacher and student survey, teacher and student EdTechProfile survey results

3f. Ethical Use

The district understands the importance of education regarding the ethical use of information technology and copyrighted works. To the end, not only will students receive training in these areas, but they will also be included in technology based professional development.

Goal 3f.1: All K-8 students, students, when at an appropriate point on the pacing calendar, will complete lessons and activities created by the Educational Technology and Media Center (ETMC) using iSafe materials which cover the appropriate and ethical use of information technology, so that they can distinguish lawful from unlawful uses of copyrighted works and the concept of fair use.

Goal 3f.2: All 9-12th grade students, when at a time appropriate to the pacing calendar, will complete lessons and activities covering the appropriate and ethical use of information technology in the classroom so that they are able to distinguish lawful from unlawful uses of copyrighted works, including the concept and purpose of copyright and fair use, as presented through the district online Digital Citizenship course.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create ethical use, copyright and fair use lessons using iSafe curriculum for grades 6-8	By June 2012	ETMC staff	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.

Roll out technology and information literacy lessons using iSafe curriculum for grades 6-8	By June 2013	ETMC staff, site administrators, 6 8 teachers	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Create ethical use, copyright and fair use lessons using iSafe curriculum for grades 4-5	By June 2013	ETMC Staff	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Roll out technology and information literacy lessons using iSafe curriculum for grades 4-5	By June 2014	ETMC staff, site administrators, 4-5 teachers	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Create ethical use, copyright and fair use lessons using iSafe curriculum for grades K-3	By June 2014	ETMC Staff	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Roll out technology and information literacy lessons using iSafe curriculum for grades K-3	By June 2015	ETMC staff, site administrators, K-3 teachers	Technology Services Committee; Online Technology Support Committee; site administrators	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Create a roll out plan for Digital Citizenship Online course for grades 9&10.	By June 2013	ETMC Staff, Assistant Principals of 4 comprehensive high schools, principal of the continuation high school.	Technology Services Committee; Online Technology Support Committee, site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Monitor roll out of Digital Citizenship Online course to grades 9 and 10.	2013 and 2014	ETMC Staff, site administrators, site teachers	Technology Services Committee, Online Technology Support Committee, site administrators	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.

Create a roll out plan for the Digital Citizenship Online course for grades 11 and 12	By June 2014	ETMC Staff, assistant principals of 4 comprehensive high schools, principal of continuation high school	Technology Services Committee, Online Technology Support Committee, site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Monitor roll out of Digital Citizenship Online Course to grades 11 and 12	2014 and 2015	ETMC Staff, Assistant Principals of 4 comprehensive high schools, principal of the continuation high school.	Technology Services Committee, Online Technology Support Committee, site administrators	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.

3g. Internet Safety

The importance of Internet Safety cannot be understated. In addition to lessons presented for students, all technology professional development will include information for teachers and staff.

Goal 3g.1: All 9-12th grade students, when at a time appropriate to the pacing calendar, will complete lessons and activities covering Internet safety, including how to protect online privacy and avoid online predators. These lessons will be presented through the district's online Digital Citizenship course.

Goal 3g.2: All K-8 students, when at an appropriate point on the pacing calendar, will complete lessons and activities created by the Educational Technology and Media Center (ETMC) using iSafe materials which cover Internet safety, including how to protect online privacy and avoid online predators.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Create Internet safety, online privacy, and online predator lessons using iSafe curriculum for grades 6-8.	By June 2012	ETMC Staff	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results

Roll out Internet safety, online privacy, and online predator lessons using iSafe curriculum for grades 6-8.	By June 2013	ETMC staff, site administrators, 6 8 teachers	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Create Internet safety, online privacy, and online predator lessons using iSafe curriculum for grades 4-5.	By June 2013	ETMC Staff	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results
Roll out Internet safety, online privacy, and online predator lessons using iSafe curriculum for grades 4-5.	By June 2014	ETMC staff, site administrators, 6 8 teachers	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results
Create Internet safety, online privacy, and online predator lessons using iSafe curriculum for grades K-3.	By June 2014	ETMC Staff	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results
Roll out Internet safety, online privacy, and online predator lessons using iSafe curriculum for grades K-3.	By June 2015	ETMC staff, site administrators, 6 8 teachers	Technology Services Committee; Online Technology Support Committee; site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results
Create a roll out plan for Digital Citizenship Online course for grades 9&10.	By June 2013	ETMC Staff, Assistant Principals of 4 comprehensive high schools, principal of the continuation high school.	Technology Services Committee; Online Technology Support Committee, site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Monitor roll out of Digital Citizenship Online course to grades 9&10.	2013 and 2014	ETMC Staff, site administrators, site teachers	Technology Services Committee, Online Technology Support Committee, site administrators	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.

Create a roll out plan for the Digital Citizenship Online course for grades 11 and 12	By June 2014	ETMC Staff, assistant principals of 4 comprehensive high schools, principal of continuation high school	Technology Services Committee, Online Technology Support Committee, site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results.
Monitor roll out of Digital Citizenship Online course to grades 9&10.	2014 and 2015	ETMC Staff, site administrators, site teachers	Technology Services Committee; Online Technology Support Committee, site administrators.	Anecdotal data from teachers, District created teacher and student survey, teacher and student EdTechProfile survey results

3h. Description of access for all students

All students have access to Blackboard for use as a tool in accessing the resources of the district, their courses, the Digital Locker or their ePortfolio to improve student learning and student achievement. Blackboard can be accessed 24/7 from any Internet connected computer. The district is currently looking at additional ways to maintain the stability of Blackboard for student use at school and at home.

All schools have the same level of access, ensuring equity of access for all students regardless of their academic standing, socioeconomic level, proficiency in English, or disabilities. The staff of ETMC meets regularly with representatives from other curriculum departments, including Multilingual and Special Education, to ensure that all students are receiving the same technology services.

The district's Acceptable Use Policy and other policies are in the process of being updated. This task will be completely and presented to the superintendent and school board by June 2013.

3i. Student record keeping

Goal 3i.1: Teachers and administrators currently use SMART for grade reporting and attendance. They also use OARS for CST and formative assessment data analysis. Teachers in grades 6-12 will add to those tools by using an electronic gradebook for daily assignments, quizzes, and tests chosen from options supplied by Technology Services. Each site will choose one gradebook tool from the list. The chosen tool will allow parents to see students' regular daily or weekly assignments and tests.

Objective 3i.1.1: By June 2015, all 6-12 sites will have chosen an electronic gradebook option from choices provided and 80% of 6-12 teachers will be trained to use the chosen electronic gradebook for reporting daily and weekly assignments, quizzes and tests.

Benchmarks:

- Year 1: By June 2013, 40% of 6-12 teachers will identify and use an electronic gradebook for reporting daily and weekly assignments, quizzes and tests.
- Year 2: By June 2014, 60% of 6-12 teachers will identify and use an electronic gradebook for reporting daily and weekly assignments, quizzes and tests.
- Year 3: By June 2015, 80% of 6-12 teachers will identify and use an electronic gradebook for reporting daily and weekly assignments, quizzes and tests.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Identify electronic gradebook options. A survey will be created to gather input from interested parties.	By June 2013	ETMC staff, Director NCS, Technology Services Committee, Online Technology Support Committee	Technology Services Committee, Online Technology Support Committee, Secondary Curriculum Division	District Created Survey
Publish the available electronic gradebook options to 6-12 teaching staff. Assist sites in choosing their electronic gradebook option.	By June 2013	ETMC Staff, Director of NCS, site administrators.	Technology Services Committee	
Work with sites to train staff.	Continuing	ETMC Staff	Technology Services Committee, Online Technology Support Committee	Survey, Training sign in sheets, Comments

3j. Two way home – school communication

Home/School communication has been an ongoing focus on the school district. Several tools have been put in place to facilitate open lines of communication. Email is the method of choice for communication between the home and school. In the 2011 Ed Tech Profile survey, 87% of teachers reported that they use email daily as a tool for classroom management (record keeping and home/school communication). In the same survey, 73% of teachers reported that they use voice mail from monthly to daily as a tool for home/school communication. Additionally, several schools have begun using both Twitter and Facebook to provide parents and students with the most updated school information. Both Twitter and Facebook allow parents to quickly reply back to information posted.

Blackboard remains as a powerful tool for teacher/student/parent communication. Teachers and Principals also have access to School Messenger for target phone messages. Training for all of the communication tools mentioned above is provided by Technology Services.

Beginning in 2010/2011, a new school website tool was introduced. Training and support will continue for schools as they learn to create and update their new websites.

Goal 3j.1: All school sites will maintain a regularly updated school webpage with information provided as a tool for home and school communication.

Objective 3j.1.1: By June 2015, all school sites will maintain a regularly updated school webpage with information provided as a tool for home and school communication.

Benchmarks:

- Year 1: By June 2013, all sites will have been trained to maintain and update a school webpage with information provided as a tool for home and school communication.
- Year 2: Ongoing
- Year 3: Ongoing

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Identify site person to be responsible to maintaining the webpage	By June 2012	ETMC staff, web consultant	Technology Services Committee, Online Technology Support Committee	
Train identified site webmaster	By June 2013	ETMC staff, web consultant, web training support personnel	Technology Services Committee, Online Technology Support Committee	sign-in sheets, comments
Provide assistance to continuing webmasters and training for newly identified webmasters	Ongoing	ETMC staff, web consultant	Technology Services Committee, Online Technology Support Committee	

3k. Curriculum monitoring process

Monitoring and Evaluation will take place through a combination of the Technology Services Committee and the Online Technology Support Committee.

The Online Technology Support Committee will, at their online meetings, monitor the use of technology to improve teaching and learning, the teaching of technology and information literacy skills, equitable access to technology for all students, the use of technology to improve student

recordkeeping, and the use of technology to make teachers and administrators more accessible to parents.

The status of the implementation of the Curriculum component will be reported to the superintendent semi-annually and to the school board annually.

If parts of the plan are not being implemented on schedule, the Technology TOSAs will bring this to the attention of the Online Technology Support Committee for recommendations and adjustments will be made to the timeline.

Success will be measured by:

- Success of students on grade level technology benchmark assessments
- Increased number of students passing the updated high school computer literacy/Digital Citizenship graduation requirement
- Increased achievement on CST and district standards based interim assessments
- Increased number of students passing the high school exit exam
- Increased use of software tools, as monitored by usage reports
- Increased use of Blackboard

4. Professional Development

4a. Summary of teacher and administrator skills and needs

For several years, the HLPUSD worked with our CTAP region to provide level 1 and level 2 technology training. During that time, over 350 teachers and administrators went through one or both of these levels of training. This training provided a solid foundation for technology use in the classroom. The goal of this training was to equip teachers with the skills necessary to create standards based - technology integrated lessons for use in their classrooms.

With the change in the economy, it became unfeasible to provide face to face training to large numbers of teachers. Beginning in the fall of 2009, Technology Services and ETMC began providing online technology training for any interested teacher. There has been no pay for participating in the training, but teachers who participate and complete the program are provided with a laptop that they may use in their classroom instruction for as long as they are employed by HLPUSD. Over 100 teachers have asked to participate in the online training. Blackboard is used as the delivery tool for the online modules.

In examining data from the 2011 Ed Tech Profile, several items appear.

Both teachers and administrators responded that:

Technology Reporting Area	Percent Identifying at either the Intermediate or Proficient Level
General computer knowledge and skill	92%
Internet Skills	85%
Email Skills	96%
Word Processing Skills	94%
Presentation Software Skills	73%
Spreadsheet Skills	63%
Database Skills	56%

This would indicate that while we need to continue to provide personal proficiency training for teachers and administrators to move them up to the Intermediate Level, we also need to address that particular area of concern within the spreadsheet and database technology skills.

In examining teacher responses to the Ed Tech Profile, specific to CCTC Standards 9 and 16, several sub-categories were identified as having specific needs.

Sub-category	Proficiency Level
Standard 9	
9d - Uses computer applications to manage records and to communicate through printed media	74% Intermediate and Proficient
9e - Interacts with others using email and is familiar with a variety of computer-based collaborative tools	70% Intermediate and Proficient
9g - Chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning	85% Beginning and Intermediate
9h - Demonstrates competence in the use of electronic research tools and the ability to assess authenticity, reliability, and bias of the data gathered.	78% Beginning and Intermediate
9i - Demonstrates knowledge of copyright issues and of privacy, security, safety issues and Acceptable Use Policies	73% Beginning and Intermediate
Standard 16	
16a - Communicates through a variety of electronic media	88% Beginning and Intermediate
16g - Demonstrates competence in evaluating the authenticity, reliability and bias of the data gathered, determines outcomes, and evaluates the success of effectiveness of the process used. He/She frequently monitors and reflects upon the results of using technology in instruction and adapts lessons accordingly.	76% Beginning and Intermediate

The data above continues to indicate the need for additional professional development in technology. The Online Technology PD will include modules on these identified areas.

When examining their professional development needs, 81% of teachers indicated that they were interested in technology training aimed at integrating technology into the curriculum. When asked which training they prefer, 60% preferred small group technology training. When indicating their preference for training times, they responded in the follow:

Preferred Training Time	Percentage
During the school day	36%
After the school day	27%
Evenings	4%

Weekends	3%
Summer	30%

Since funding continues to be an issue, trainings that require a substitute or pay are not available options. We will continue to provide online and hybrid training models. Perhaps future Ed Tech Profile survey will include "online" as a preferred training time option.

4b. Providing PD opportunities

The goals mentioned in the curriculum section address a variety of issues, but they fall into a few specific training areas. The training needs for the Intelligent Classrooms will come from face to face training with the Educational Technology and Media Center (ETMC) staff.

The other topics are covered in our district online technology training - TEAM21 Online Technology Integration Training.

- Blackboard
- tools for student participation in online coursework
- tools for content management (Digital Locker)
- tools for student presentation (ePortfolio)
- tools for school/home communication
- tools for student record keeping (Grade Center)
- Copyright and plagiarism (SafeAssign in Blackboard; Turnitin; iSafe; and Digital Citizenship)
- Online privacy and predators (iSafe and Digital Citizenship)
- Technology and Information/media literacy (iSafe and Digital Citizenship)

Because of the needs of our staff for professional development offered at a variety of times and situations, as indicated in the responses to the question in EdTechProfile, TEAM21 Online provides the *Anytime, Anywhere – Online Distributed Learning model* using video, streaming video, and video conferencing, along with online learning tools in Blackboard with both synchronous and asynchronous formats.

Technology Teachers on Special Assignment (Tech TOSAs) will continue to provide support to school sites through classroom visits and after school training.

Goal 4b.1: Teachers will participate in TEAM21 Online Technology Integration training that includes: technology literacy, information/media literacy, copyright, plagiarism, file sharing, Internet safety and deterring online predators. Teachers will also receive training in Blackboard tools for student participation, presentation, and communication between school and home.

Objective 4b.1.1: By June 2015, 50% of teachers in grades K-12 will have participated in either CTAP2 Technology Integration training or TEAM21 Online Technology Integration Training and will receive training in technology literacy, information/media literacy, copyright, plagiarism, file sharing, Internet safety and online predators.

Benchmarks:

- Year 1: By June 2013, 40% of teachers in grades K-12 will have participated in either CTAP2 Technology Integration training or TEAM21 Online Technology Integration Training and will receive training in technology literacy, information/media literacy, copyright, plagiarism, file sharing, Internet safety and online predators.
- Year 2: By June 2014, 45% of teachers in grades K-12 will have participated in either CTAP2 Technology Integration training or TEAM21 Online Technology Integration Training and will receive training in technology literacy, information/media literacy, copyright, plagiarism, file sharing, Internet safety and online predators.
- Year 3: By June 2015, 50% of teachers in grades K-12 will have participated in either CTAP2 Technology Integration training or TEAM21 Online Technology Integration Training and will receive training in technology literacy, information/media literacy, copyright, plagiarism, file sharing, Internet safety and online predators.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Administrators will be contacted for names of teachers who might be interested in TEAM21 Online PD.	Fall, Winter and Spring 2012 - 2015	District Program Specialist, Technology	Technology Services	Spreadsheet data of interested teachers
Interested teachers will be invited to participate in TEAM21 Online.	Fall, Winter, Spring 2012-2015	District Program Specialist, Technology	Technology Services	Spreadsheet of interested teachers, enrollment in TEAM21 Blackboard course
Participating teachers will be follow up with on a regular basis in order to ensure their successful completion of the program.	On-going 2012 - 2015	District Program Specialist, Technology; Technology Teachers on Special Assignment	Technology Services, Online Technology Support Committee	Blackboard reporting, Tech TOSA logs

Objective 4b.1.2: 4b.2 By June 2015, 50% of teachers in grades K-12 will have participated in either CTAP level 2 Technology Integration training or TEAM21 Online Technology Integration Training and will receive training in Blackboard tools for student participation, presentation and communication between school and home.

Benchmarks:

- Year 1: By June 2015, 40% of teachers in grades K-12 will have participated in either CTAP level 2 Technology Integration training or TEAM21 Online Technology Integration Training and will receive training in Blackboard tools for student participation, presentation and communication with school and home.
- Year 2: By June 2015, 45% of teachers in grades K-12 will have participated in either CTAP level 2 Technology Integration training or TEAM21 Online Technology

Integration Training and will receive training in Blackboard tools for student participation, presentation and communication with school and home.

- Year 3: By June 2015, 50% of teachers in grades K-12 will have participated in either CTAP level 2 Technology Integration training or TEAM21 Online Technology Integration Training and will receive training in Blackboard tools for student participation, presentation and communication with school and home.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Administrators will be contacted for names of teachers who might be interested in TEAM21 Online PD.	Fall, Winter and Spring 2012 - 2015	District Program Specialist, Technology	Technology Services	Spreadsheet data of interested teachers
Interested teachers will be invited to participate in TEAM21 Online.	Fall, Winter, Spring 2012-2015	District Program Specialist, Technology	Technology Services	Spreadsheet of interested teachers, enrollment in TEAM21 Blackboard course
Participating teachers will be follow up with on a regular basis in order to ensure their successful completion of the program.	On-going 2012 - 2015	District Program Specialist, Technology; Technology Teachers on Special Assignment	Technology Services, Online Technology Support Committee	Blackboard reporting, Tech TOSA logs

Goal 4b.2: Teachers in classrooms equipped with Intelligent Classroom equipment will be trained in the basic use of the equipment and in the use of the equipment for data gathering and as a tool for student engagement.

Objective 4b.2.1: By June 2015, 75% of teachers in classrooms equipped with Intelligent Classroom equipment will be trained in the basic use of the equipment and in the use of the equipment for data gathering and as a tool for student engagement.

Benchmarks:

- Year 1: By June 2013, 65% of teachers in classrooms equipped with Intelligent Classroom equipment will be trained in the basic use of the equipment and in the use of the equipment for data gathering and as a tool for student engagement.
- Year 2: By June 2014, 70% of teachers in classrooms equipped with Intelligent Classroom equipment will be trained in the basic use of the equipment and in the use of the equipment for data gathering and as a tool for student engagement.
- Year 3: By June 2015, 75% of teachers in classrooms equipped with Intelligent Classroom equipment will be trained in the basic use of the equipment and in the use of the equipment for data gathering and as a tool for student engagement.

Implementation Plan				
Activity	Timeline	Person(s) Responsible	Monitoring & Evaluation	Evaluation Instrument
Install components of the Intelligent Classroom system and train teachers in the basic use of the components.	2012-2015	Technology Services staff (NCS and ETMC)	Technology Services; Online Technology Support Committee	Installation data, Training sign in sheets, Teacher provided anecdotal data
Train teachers to use the interactive white boards to directly engage students with the material being presented.	2012 - 2015	District Program Specialist, technology; Teachers on Special Assignment; school administrators	Technology Services; Online Technology Support Committee; School Administrators	Student responses on district created surveys; walkthrough observation tools, training sign in sheets; anecdotal data
Train teachers in the use of the student response systems as a tool for gathering data and for student engagement.	2012 - 2015	District Program Specialist, Technology; Technology Teachers on Special Assignment; School administrators	Technology Services; Online Technology Support Committee; School administrators	Student responses on district created surveys; walkthrough observation tools, training sign in sheets; anecdotal data

4c. Professional Development Monitoring

Progress towards meeting the goals will be monitored through a combination of the Technology Services Committee and the Online Technology Support Committee. The Technology Services Committee will monitor the completion by the staff of the EdTechProfile online teacher survey, the district technology survey, and the completion of the professional development videos and will report this information to the Online Technology Support Committee.

The Online Technology Support Committee will assure that all aspects of the professional development program have been implemented. If some aspects have not been implemented, the responsible party will report this to the Online Technology Support Committee.

The status of the implementation of the Curriculum component will be reported to the superintendent semi-annually and to the school board annually.

If parts of the plan are not being implemented on schedule, all parties will be notified and adjustments made to the timeline.

5. Infrastructure, Hardware, Technical Support, and Software

5a. Existing Resources

Existing Hardware: The Hacienda La Puente Learning Network (HLPnet) is a high-speed multimedia communications network and support service infrastructure serving the content management, collaboration and learning needs of pre-school, K-12, adult education, correctional education and staff development learning communities within those city and county areas served the Hacienda La Puente Unified School District. These areas include Hacienda Heights, La Puente, Valinda and the City of Industry. . The purpose of this network is to encourage, develop, and facilitate a community-based learning environment that incorporates the curricular elements of formal school-based education with the cultural, social and supporting elements of parents and parent organizations, community organizations, community services, local businesses, and municipal and regional governments. By enabling access to and incorporating core information technologies for converged real-time voice, video and computer data from various points within the community, including schools, libraries, and homes, the resources traditionally available in the school setting are enhanced, easier to manipulate and made available outside of school boundaries. Through the access to and use of these HLPnet resources, an environment is created that facilitates student learning. *Anytime, Anywhere*, improves communication, encourages collaboration and cooperation, and enhances information management for improved Digital Teaching, Digital Learning, and Digital Citizenship.

Hardware - Recognizing the need to support just-in-time, data driven decisions to accommodate the *Anytime, Anywhere* learning needs of the students and professional development needs of the staff and the classroom management demands of teachers while managing data within a complex accountability model as defined by No Child Left Behind (NCLB), data management and learning systems are needed within an enterprise computing environment.

The effects of the 2008 recession have created funding challenges in California. As a result, school districts have had to make choices to balance the local budgets. In 2010, a One-to-One Student Laptop Program that started in March 2007 to provide dedicated (1:1) computing and Internet access to all students in grades five through 12 was ended.

Virtualization allows efficient use of server hardware by allowing multiple instances of software to run on a single server. The result is consolidation of computing hardware, lower environmental costs, lower overall maintenance costs and increase manageability while maximizing uptime and availability. In 2008 , a re-engineering of the server and storage resources consolidated 120 site-based and central support servers into 40 Dell 2950 quad-core, dual-socket blade servers running VMware ESX in front of a fault-tolerant, redundant EMC storage area network (SAN) utilizing Fiber Channel interconnects running at 4GB/s. These Dell servers are nearly 7 years old and experiencing failures that risk interruption of service. NCS is evaluating alternatives to replace this equipment with upgraded contemporary technologies to support desktop virtualization, support of 32 bit systems and migration to 64 bit systems.

Virtualization on the desktop is being explored. Two flavors in desktop virtualization that are being evaluated include technologies such as the NComputing L300 thin client and Dell

VMWare virtual desktop infrastructure (VDI). These systems in the proper use and context are ideal for classroom and library computer labs. These systems may also be appropriate where standardization of software and applications across a group of users is possible (e.g office managers, finance department, grade level or subject area).

The district Technology Services, consisting of Network & Computer Services (NCS) and the Educational Media & Technology Center (EMTC) moved to the vacant Glenelder Elementary School in 2011. The new district data center planning is considering renovation of the kitchen space at the new district technology site (the former Glenelder School). The design of the data center will include planning for connectivity to a secondary disaster recovery site. Discussions with LACOE IT are underway for the feasibility of the secondary disaster recovery site being located at LACOE. Data center design features include racks, air conditioning, security, and 10 Gb connections to disaster recovery site.

Rapid developments in the area of third party “cloud computing” based hosting for data and applications are options to consider. Cloud hosting – a cloud is made by connecting a large number of servers together and arranging them so the amount of computing power available is adjusted to meet the demand. Advantages of scalability, reduced operating costs, and ubiquitous access to files and applications via the internet and other networks. Current industry concerns are in the area availability, security, and contract (e.g. access to data in event of third party company shutdown). The cloud computing option can be appealing if the price and previously mentioned concerns are meet district requirements. Examples of cloud computing options include Microsoft Live@EDU, Google Apps and education suite, Stoneware, Amazon online storage, etc.

Networking and Telecommunications Infrastructure – The information highway, or backbone, services between network switching points within each school or site local-area network (LANs) is multi-Gigabit Ethernet technology. Fast transport speeds (1,000+ Mb/s), switching technology combined with standard quality-of-server (QoS) standards, maintains efficiency and effectiveness of this communication from desktop to desktop. Technologies such as virtual LANs, Layer 3 switching and quality of service facilitate the transport of resource-intensive services such as video, audio and telephony services between different desktops, classrooms and offices within a site. A multi-Gigabit Metropolitan Ethernet Network (MAN), based upon Verizon’s Transparent LAN Services (or “TLS”), supporting standard VLAN (IEEE 802.1p) and QoS (IEEE 802.1q) protocols interconnects all locations through a minimum 100Mb/s service with all instructional locations operating at a minimum of 1Gb/s. A 10-Gb/s service interconnects these locations to the District Office and central support services and future La Puente High School backup disaster recovery site. A competitive market for fiber optic network service and E-rate discounts gives the district the opportunity to acquire connectivity among district sites and outside ISP providers at an affordable price. To meet future bandwidth needs, the district will seek to maintain a minimum of 1 Gb/s fiber network connections among sites and evaluate the cost and technical needs to support 10 Gb/s connections. District research has found comparable K-12 unified districts that have 10 Gb/s connections (e.g. Upland Unified). Trends toward 10 Gb/s can be seen with the California K-20 Research and Education Network (CalREN) upgrades of 10 Gb/s circuits to Orange County, Los Angeles and Riverside network nodes. The network was built and is maintained by the Corporation for Education Network Initiatives in California (CENIC) on behalf of participating public and private educational

institutions. K-12 participation in the network is managed by the California K-12 High Speed Network program (K12HSN) under grant from the California Department of Education. Traffic prioritization and quality-of-service controls permit the effective delivery of voice, video and data services between locations or within a single location. The result is a simplification of the network while maintaining continuity and maximizing robustness.

Deploying systems that accommodate video supports the learning, teaching and collaboration goals for students and teachers. Multimedia applications incorporating video, digital video compression and encoding techniques based upon the Motion Picture Encoding Group (MPEG), Windows Media, and QuickTime standards are used. Streaming media enabled applications can be found in professional development archives, video on-demand services, stand-alone MPEG transmission systems and video-conferencing applications communicating across the network.

Current campus-wide wireless networks are based upon a Cisco Systems architecture is maintained at all locations utilizing current IEEE 802.11b/g standards for wireless Ethernet communications. We expect to see a rise in the density of portable district and personal wireless devices in the classroom and school with the fall in price and rise in availability and utility of mobile devices, such as the Apple iPad, web enabled cellular phones, tablets, netbook and notebook computing devices. NCS is exploring the upgrade of this wireless equipment with higher bandwidth 802.11n standard equipment with improved management and emerging mesh network capabilities. Multiple wireless networks are advertised or used at each access point that associates with unique virtual LAN's each with different queuing prioritization. The serves to provide some quality of service to support applications like voice-over-IP (VoIP) telephony via 802.11 wireless and enhance not only the mobile computing environment but the mobile communication environment as well. Original "heavyweight" wireless access point required separate management point. The district is transitioning to lightweight wireless access point (LWAP) technology to consolidate the management domains and security policies into a single integrated context through multiple redundant controllers. An Impulse Point Network Access Control (NAC) service and equipment have been acquired to support safe, secured, and authenticated mobile device support for possible Bring Your Own Device (BYOD) (teacher/staff and student) initiatives. BYOD promises to increase student access to information, communications and applications that can support teaching and learning.

The district uses a Cisco Voice-over-Internet-Protocol (VoIP) technologies unified communications system. Voice communications are seamlessly enabled across both the wired and wireless networks. The extensibility of this architecture also enables integration of enhanced 911 services, IP-based public address systems, intercom systems, emergency notifications systems, messaging systems and call center services. This system is interconnected to the public switched telephone network (PSTN) via IP trunking at Glenelder and La Puente High School to support the call volume and provide fault-tolerant redundancy. Although the District's IP-telephony system can be accessed via the wired or wireless networks, a critical need remains for independent wireless telephony services beyond district boundaries for administrators, educational leaders and critical support personnel. Intelligent "smartphones", such as RIM Blackberry devices, tablets (e.g. Apple iPads, Google Chromebooks, Dell Streak, etc.), and personal digital assistant cell phones are enabled with data transports and applications.. These phones provide emergency and operational communications while also providing data integration with central services for accessing student information, electronic messaging, scheduling and teacher assessments.

Physical Plant Modifications - Support for district technology includes adherence to building codes, safety, industry technology standards, adequate space, furniture, cabling, electrical, network electronics and network infrastructure, including air conditioning and security. Design and construction of network buildings, rooms, and networks are preferred to be undertaken by technology companies or professional carrying certifications such as RCDD (Registered Communications Data Designer) experienced in K-12 school network design to ensure the design and construction meets telecommunications industry standards as per BICSI: A Telecommunications Association (<http://www.bicsi.org>). BICSI's RCDD is a designation for individuals who demonstrate expertise in the design, integration, and implementation of telecommunications (voice, data, video, audio, and other low-voltage control) transport systems and their related infrastructure components. Adequate network jacks or wireless network access in classrooms, instructional and administrative areas will also be added to support the previously described goals in the Curriculum section of this technology plan.

Equipment Replacement and Upgrade

Network equipment ages, comes to the "end of life" and not supported by the manufacturer or suffers failures. Equipment can also be outgrown by changing and expanding district network needs. The district network consultant Resilient Communications has indicated several areas that may need to be addressed in the future to ensure network reliability and stability.

- Core Router: Cisco 7206VXR with NPE-G.1 (End of support: 2/26/2013, may run longer if Smartnet coverage can be purchased)
- Recommended line card upgrades to Cisco 6509-E (10 yrs old) switches to support 10Gigabit ports.
- Current: 1 Gigabit line cards in 6148 and 6245 models are for desktops, not servers (lack Quality of Service (QOS), data buffering on 6548 and 6748 series 10/100/1000 line cards.
- MDS 9216 fiber channel switches (End of Life)
- Fiber channel switches to support new Glenelder data center and LACOE disaster recovery site.
- Recommended New replacement models: Cisco Nexus series switches

The district will pursue E-rate discounts (Priority 1 and Priority 2 projects) to acquire replacement equipment, where eligible and when district matching funds for e-rate projects can be found.

Existing Internet Access: Access to external information and communication resources via the Internet is critical to district academic and administrative activities. Two Internet Service Providers (ISP's) are utilized to accommodate high bandwidth demands while also providing redundancy and fault-tolerance. To both Time Warner and the K12HSN (via the Los Angeles County Office of Education) , one (1) 100 Mb/s fast Ethernet connection is maintained separately from the District Office to each ISP. NCS technology staff reports that bandwidth utilization during instructional times is near 80%. Teachers are increasingly using and requesting access to streaming audio and video services to support classroom instruction. However, management of the 100Mb/s connection to avoid network congestion and degradation of network performance and user access means streaming services have been limited or blocked.

To meet the satisfy the increasing demand for bandwidth, NCS will be exploring increasing bandwidth. ISP options to be evaluated and priced include and upgraded district connection of 250Mb/s, 500Mb/s and 1 Gb/s, with considerations for some services that offer a committed information rate (CIR) but charge based on bandwidth consumption.

Existing Electronic Learning Resources:- Key Electronic Learning Resources to support curricular activities and professional development include Blackboard, MyAccess Online Writing and Scoring, and the Online Assessment and Reporting System (OARS). In addition, in order to access the video resources. The Blackboard learning management system is a central resource for access and organization of classroom, school and district resources. Blackboard is a web hosting service that is now eligible for E-rate discounts. The district has an interest in pursuing E-rate discounts for web hosted Blackboard learning management system services. Compared to the local district hosting, web hosting of Blackboard will improve reliability of the system, with responsibility for system patches, upgrades and functionality will reside with Blackboard. Blackboard is not a content management system for easy to use graphically appealing web hosting services such as Edline, Edlio or Schoolwires. The district currently uses locally hosted Expression Engine as the content management system for the district public facing website. Users have found Expression Engine challenging to use and requiring the assistance of technology staff to update websites. The district has an interest in using such an easy to use graphically appealing hosted web site service. Ease of use is defined as having the users able to login and update their school, department or district website without the intervention of the technology department (except for training and non-routine support).

http://inet-server.enet.hlpusd.k12.ca.us/go/district/hlpnet/vmc/videos_schooltime.html

Existing Technical Support: Technical support is provided by the NCS department. Help desk is staffed by three people who respond to phone, e-mail or in person help requests during the hours of 7:30-5:15 pm during the school year. Twelve technicians and two field service supervisors provide on-site technical support to school sites. Network system support is provided by Resilient Communications. A district technology coordinator and three technology teachers on special assignment (TOSA) provide education technology support and training for schools, teachers and administrators in areas such as Blackboard, Intelligent Classrooms, and other software and systems. Support for the student information system SMART (Student Marks and Records Tracker), BOSS (Business Operations Support System) and BOSS/HR are provided by four programmers.

Systems and Programming

The four district programmers reside in the NCS department. The major systems supported are the state reporting system CALPADS, SMART (student information system), BOSS (financial system) and BOSS HR (human resources system). BOSS HR is undergoing improvements to position control. The seven items that define the scope address the position control needs for Human Resources, Finance, Special Education, Adult Education and Early Childhood Development. Estimated completion date for this position control project is April 2012.

There is a need for improved integration between the Los Angeles County Office of Education (LACOE) Peoplesoft financial system and the district BOSS financial system. Issues exist with work for double entry risks associated with reconciling data for fiscal integrity between two

systems that cannot communicate with each other. In 2011, new leadership at LACOE Information Technology led to discussions about the possibilities of creating a bridge between the two systems. This bridge would eliminate the double entry work, the risk of mismatch between the Peoplesoft and BOSS financial systems, and ensure correct reconciliation of data for fiscal integrity (Reference: FCMAT 2007 HLPUSD report).

Online course registration for high school students is a service where interest has been expressed. One challenge to resolve to support online high school course registration is the process. High school counselors, district administrators, site administrators and programming staff need to meet to map out the process and procedure that is acceptable as the district standard. Currently, there is diversity among the four high schools and reportedly even among individual counselors on how students are registered, checked for prerequisites, etc. The second challenge is technical. The current high school course codes are linked to categories used by counselors to group students. This constricting linkage between course codes and categories (e.g. special education) has created a library of over 19,000+ courses. Deconstructing this linkage can reduce these numbers of courses. This will in turn simplify the registration process, make checking for prerequisites easier, speed the placement of students in classes, and reduce the risk of enrollment in the incorrect class.

The programming language used to create the district SMART, BOSS, and BOSS HR systems is OMNIS. The district plans to migrate from OMNIS programming language to the more common Microsoft .NET programming language. Migration to Microsoft .NET reduces the risk that district systems will become unsupported or obsolete, should OMNIS become unsupported. The prevalence of Microsoft .NET translates into a higher likelihood of finding programming talent to support district software systems.

The district programming team supports other systems with data (e.g. EDULOG Transportation system, OARS student assessment system, special education, library systems). Internal district programming talent has the benefit of improved response time to user software and reporting enhancement requests. Professional development to support programmers (e.g. workshops, training resources, etc.) is actively pursued to ensure maximum efficiency and effectiveness of this valuable resource. In the "Build" vs. "Buy" programming decision, the district has the option to build its own systems. Opportunities to use data to support education are appearing, one example being the Early Warning Dropout System (CDE CALPADS) under development.

5b. Needed Resources

Hardware Needed:

Area	Needs
Hardware	Replacement of broken or end of life computer equipment, through use of new, refurbished, open box new equipment.
Hardware	Expansion of Storage Area Network to accommodate user and department backup, storage, and archiving needs and growth in Digital Lockers, portfolios and assessment objects.
Hardware	Expand installation of VMware ESX across all blade servers.
Physical Plant	Establish "hot" back-up data center with real-time data mirroring for core services (electronic mail, OARS, SMART, BOSS, Blackboard)
Internet Access	Provide redundant 100 Mb/s (minimum) broadband network service to back-up data center. Explore expanding ISP service to 250Mb/s to 1 Gb/s. Upgrade of firewall to accommodate ISP service up to 1Gb/s.
Internet Access	Increase total broadband Internet access capacity to 1Gb/sec with quality-of-service controls.
Electronic Learning Resources	Further deployment of MPEG broadcast quality video and standards based H.323/H.264 video conferencing capabilities to all of the school district elementary, middle school, high school, support and administrative office locations.
Electronic Learning Resources	A set of software standards are needed to define the format for various document types and software products for specific applications.
Electronic Learning Resources	Thin client and virtual desktop technology (e.g. Ncomputing L300 and Dell thin client/soft thin client VDI "Blaster") to improve reliable, lower maintenance network computing access for students and teachers in the classroom and school labs.
Electronic Learning Resources	An integrated data management architecture, or data warehouse, must be developed to provide a common information architecture and transport for a centralized archive of organizational and individual performance data.

Networking/Telecommunications	Mobile Device Management (MDM) software, such as that available from Absolute Software allow remote management and software installation on mobile devices.
Networking/ Telecommunications	Wireless technologies with adequate bandwidth (e.g. 802.11N) should be deployed throughout the community to allow all learners access to necessary information technologies and resources without regard for their specific locations.
Networking/ Telecommunications	Implement network admission control (NAC) architecture for device and user authentication based upon 802.1x standards to support projected increase in mobile devices and bring your own device (BYOD) initiatives for teachers and students.
Networking/ Telecommunications	Expand content filtering presence to student laptop appliances operating externally.
Networking/Telecommunications	Core server refresh, virtual desktop (VDI) storage, disaster recovery (DR) site blade servers, thin client licenses and software.
Technical Support	Upgrade of Blackboard system to current version. Training NCS staff and users in use of Blackboard system (Technical and User professional development).
Technical Support	Reorganize the Online Technology Support Committee such that there exists one member on a District Online Technology Support Committee (DTAC) from each school or program with a defined school site council (SSC).

Electronic Learning Resources Needed: A Learning Management System (LMS) provides tools for teachers to support teaching and learning in an online environment. The district currently uses Blackboard as its LMS since 2002. The Blackboard LMS was acquired to provide 1) support for online learning and 2) support for the now ended 1-1 laptop program. At a cost of nearly \$150,000/year for self-hosting, Blackboard has been replaced by alternative LMS systems in other education institutions. These alternative systems include Moodle and Haiku (RUSD). Blackboard has currently been experiencing problems with speed, reliability and clutter damaging usability. The goal is to upgrade district core servers and then rebuild the Blackboard system to resolve these technical problems. If these technical problems cannot be resolved, the district will be exploring alternative LMS systems that are more affordable and reliable.

Cloud based services, such as Stoneware, Microsoft Office 365, and Google Apps, open a world of low cost or free services to education. The district will explore and deploy such options as budget, technological compatibility, ability to support and fit to academic and administrative needs allow.

Special Education and Assistive Technology: The district and this technology plan support access to assistive technology needed by students receiving special education services. Assistive technology devices include but are not limited to: academic and learning aids, mobile devices such as Apple iPads and iPod Touch, aids to daily living, assisted living devices and environmental aids, augmentative communication, computer access and instruction, environmental control, mobility aids, pre-vocational and vocational aids, recreation and leisure, seating and positioning, and visual aids. The district technology department will work with the special education department to coordinate efforts to support the needs of special education students.

Networking and Telecommunications Infrastructure Needed: The district network firewall can only accommodate ISP service up to 250Mbps. The firewall and related network equipment need to be upgraded to support ISP data traffic up to 1Gb/s. Network usage reports from the Los Angeles County Office of Education indicate the current 100Mbps ISP connection is running at 60% to 80% capacity. This percentage represents near saturation as user demands for bandwidth increase. A greater ISP connection with the goal of 1Gb/s will ensure the capacity to absorb network usage spikes and accommodate future growth, without the risk of interruptions of service.

Current district network equipment is Cisco brand wireless "B" and "G" standard wireless access points. Some of the oldest wireless access points are "heavyweight" models that cannot be centrally managed. The acquisition of additional wireless network controllers with ports to manage all the wireless access points is required. This will permit a cohesive district wide manageable wireless network. This wireless network could support additional growth for wireless coverage, district wireless equipment such as tablet, laptops and teacher and student mobile devices under "bring your own device" (BYOD) initiatives.

Equipment supporting the district Cisco Voice Over IP (VOIP) unified communications system will need to be replaced or upgraded. Age of this equipment is approaching 5-7 years in age. This project is expected to be undertaken after the completion of the district data center and off site disaster recovery site.

Physical Plant Modifications Needed: The district data center currently resides in the former NCS technology department buildings. The buildings are old and decaying. Inadequate reliable air conditioning, cooling and power have resulted in multiple failures. These failures in environmental controls have resulted in interruptions of data services to users due to server shutdowns related to overheating.

A new data district data center needs to be created. Currently, the former kitchen space in the Glenelder Elementary School is being considered. This space or similar that has sufficient space

for network cabinets, servers, network equipment, storage, cooling, electrical, backup battery (est. 60 minutes minimum) and future growth is needed.

An offsite backup disaster recovery (DR) site adds reliability and robustness to district network services. A well designed DR site can help prevent interruptions in services to schools and departments that rely on them. Adequate circuit and bandwidth (e.g. 10Gb/s) is required to support disaster recovery failover with minimal interruption in service and/or rapid restoration of services (e.g. services restored in 2 hours or less). Currently, initial planning has considered La Puente High School as the DR site. However, discussions are underway with the Los Angeles County Office of Education to also provide DR site and services in their information technology facilities.

Technical Support Needed: Technical support needed includes installation, configuration and management training for NCS technology department network support staff. Training and support will be needed for new core and disaster recovery (DR) servers and virtualization software (server and client).

The loss of approximately 60 Technology Resource Teachers (TRTs) in 2011-2012 has reduced the response and availability of support at school sites for teachers. Reducing the diversity in old equipment and software can help to reduce the support needs, measureable by iHeat support tickets, generated by complexity in the system.

5c. Annual Benchmarks and Timeline for obtaining resources

Component	2012-2013	2013-2014	2014-2015	Responsible
Hardware	Expand Storage Area Network (SAN)	Additional 30 Tb of LUNs (drives) on storage area network (SAN) available to controllers & hosts.		NCS Director
	Expand VMware to all blade servers.	VMware installed and configured		NCS Director
	Ncomputing L300 Thin Client Pilot	VDI Thin Client Pilot	VDI Thin Client replacements in labs	NCS Director

	Planning with LACOE for disaster recovery (DR) backup data center.	Establish disaster recovery (DR) backup data center	Data for core services replicated in real-time or within 2 hours (depending on cost).	NCS Director
		Establish 100 Mb/s or better broadband service to backup data center, as performance needs require (e.g. 10Gbps)	Internet access configured from district data center to disaster recovery (DR) site.	NCS Director
	Increase internet capacity from 100mbps to 250mbps (limit based on older firewall)	Increase total Internet capacity to 1Gb/s or better as required.	Total available ISP capacity at 1Gb/s.	NCS Director
Physical Plant	Planning for upgrade of Glenelder kitchen to serve as district data center.	Upgrade of Glenelder kitchen to serve as district data center. Remodeling and addition of adequate power, cooling, storage and server racks.		NCS Director
Internet Access	Network Access Control (NAC) installation on district wireless network - Pilot	Network Access Control (NAC) installation on district wireless network- Staff BYOD, To permit safe, secure and authenticated wireless access on district wireless network.		NCS Director
Electronic Learning Resources		Additional wireless network controller to manage all district wireless access points.	Convert older "heavyweight" B/G to managed access points.	NCS Director

		Upgrade district ISP access from 100Mbps to 250Mbps with option to expand to 1Gbps.	Increased bandwidth and capacity to meet increasing user demands and support increased devices and use of multimedia services.	NCS Director
Networking & Infrastructure	Online Technology Support Committee Reorganization	Technology newsletter, meeting agendas and minutes of site-based TAC's and District TAC	.	NCS Director
	Purchase of upgraded new core and disaster recovery (DR) servers.	Systems upgrade and rebuild for Blackboard upgrade and MS Exchange upgrade with ActiveSync, Service upgrade and rebuild to improve reliability and access.		NCS Director
Technical Support		Training on new core and disaster recovery (DR) blade servers, virtualization software (client and server) For network support team.		NCS Director

5d. Process to monitor 5b

The Technology Advisory Committee is responsible for overseeing the benchmarks in this plan. The committee will be comprised of a cross section of representation from schools, stakeholders, and departments. The committee meets to regularly review the district technology master plan and ensure that it is consistently aligned to the district academic and administrative goals to support better teaching, learning and collaboration. The monitoring process will entail planning projects annually through the beginning of the year technology department meetings.

Information on progress and project completion will be shared through technology newsletter updates, website, and meetings such as department, quad, and district leadership team. The help desk tracking system allows reporting of technology work orders. Such data, combined with user feedback found in district technology surveys, will allow us to understand trends in technology needs and support for students, teachers, schools and departments.

Ongoing analysis of qualitative and quantitative data will support the effective implementation of the district’s plan to positively impact teaching and learning through technology. In brief, the expected outcomes per year of implementation are as follows:

Year 1: During the first year of this plan, access to technology will increase; access will become more mobile, personal and wireless; more content will be available on-line; staff will improve their technical skills through on-line professional development activities

Year 2: By year two of this plan, infrastructure management systems, assessment tools and accountability components will be deployed or in development; data warehouse model will be implemented

Year 3: During year three, it is expected that significant increases will continue to be made in student achievement while allowing students to continue their learning process at home

The following evaluation strategies will provide feedback to ensure successful implementation.

OUTCOME	MEASURES OF OUTCOME
Students and teachers will have increased access to technology hardware.	Desktop and network management system reports of total users and devices; access logs.
Staff will improve their level of technology skill.	Self-report - skill inventory and participation in staff development activities. District technology survey. Record the number of participants in district-provided technology workshops and evaluate effectiveness of training.
Teachers will increase the use of technology for instruction and classroom management.	Self-report and review of computer-use logs.
Students and staff will use a wireless network to communicate and to access world-wide information resources.	Establish redundant and wireless infrastructure and technical support system. Create library/media information hubs at each site. Record the level of use for the network.

Based on the collection and analysis of this data, staff at each site will review, revise and realign their existing technology plan. This revised technology plan will then become an integral part of a unified school improvement plan.

With the increased use of technology throughout the instructional program in all years of the master plan, the reorganized District Online Technology Support Committee will develop measurable student outcomes to assess the continued success of plan implementation.

6. Funding and Budget

6a. Established and potential funding sources

Federal and State funding sources for technology have suffered greatly, as has the economy in the last several years. While the economy will eventually mend, the economic outlook from groups such as School Services of California, the Fiscal Crisis and Management Assistance Team (FCMAT) and the California Association of School Business Officials (CASBO) indicate that the next three years look fiscally lean. 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.

Funding sources include a combination in varying amounts of the following:

Funding Source	Used For
Other General Fund expenditures for NCS that service the entire District	
	• Salaries
	• District licensed software
	• Network upgrades
	• District cellular telephone services
	• Network hardware
	• Fire System Monitoring
	• Intrusion Alarm Monitoring
	• Professional Development (e.g. Blackboard, Online Training)
	• Transparent LAN Service (TLS) Gigabit MAN
	• Basic Phone Service
	• Long Distance Service
Ed Tech K-12 Voucher	\$563,231 General Purpose Voucher (GPV) and \$563,231 Software Voucher to expended by September 25, 2013.

Ed Tech K-12 Voucher: California Government Entities	• Eligible approved reimbursable hardware (desktop, laptop, tablet, peripherals) and software licensing. One time est. \$131,000 to be expended by April 2012.
E-Rate presents a cost savings for the following areas: Discounts on eligible:	
	• Basic telecommunications services
	• Transparent LAN Service (TLS)
	• Long Distance Service
	• Internet Access
	• Network equipment/network upgrades
	• Basic maintenance on network equipment
Title II	
	• Professional development - technology
Title I Part A	
	• Professional development - technology

Potential Funding Sources: The district will pursue grants and partnership opportunities, such as the possible Achievement through Technology and Innovation Act (ATTAIN), that fit with and are consistent with the mission and direction of the district. Grant and partnership opportunities may include institutes of higher education, colleges, universities, other schools and school districts or private and public entities.

6b. Annual implementation costs

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
4000-4999 Materials and Supplies				
Non-Capitalized Equipment (\$500-\$9,999) (4400)	\$20,000	\$20,000	\$20,000	District funds
Office Supplies (4350)	\$27,480	\$27,480	\$27,480	District funds
Computer & Software Related Expenses (4340)	\$1,073,628	\$1,073,628	\$1,073,628	District funds
Materials and Supplies (\$0-\$499) (4300)	\$190,554	\$190,554	\$190,554	District Funds
5000-5999 Other Services and Operating Expenses				
Mileage (5210)	\$5,305	\$5,305	\$5,305	District funds
Conferences (5220)	\$1,750	\$1,750	\$1,750	District funds
Dues and Memberships (5300)	\$2,814	\$2,814	\$2,814	District funds
Rents & Leases (5600)	\$634,349	\$634,349	\$634,349	District funds
Repairs & Maintenance Agreements (5630)	\$696,324	\$696,324	\$696,324	District funds
Interprogram Maintenance (5711)	\$6,500	\$6,500	\$6,500	District funds
Interprogram Printing (5712)	\$5,006	\$5,006	\$5,006	District funds
Interprogram Transportation (5713)	\$16,000	\$16,000	\$16,000	District funds
Interprogram Operations (5714)	\$4,000	\$4,000	\$4,000	District funds
Interprogram Technology (5715)	\$0	\$0	\$0	District funds
Other Contracted Services (5800)	\$270,510	\$270,510	\$270,510	District funds
Communications (5900)	\$1,402,708	\$1,402,708	\$1,402,708	District funds, E-rate
Telephones (5910)	\$360	\$360	\$360	District funds
Telephone Internet (5911)	\$60,000	\$60,000	\$60,000	District funds, E-rate
Cell Phones (Cell and Broadband Access) (5912)	\$10,790	\$10,790	\$10,790	District funds, E-rate
6000-6999 Equipment				
Sites & Improvement of Sites (6100)	\$101,000	\$101,000	\$101,000	District funds

Equipment (\$10,000+) (6400)	\$232,706	\$232,706	\$232,706	District funds
Equipment Replacement (Beyond Econ Repair) (6500)	\$20,000	\$20,000	\$20,000	
Other				
Indirect Costs (7310)	\$0	\$0	\$0	
Indirect Costs (Between Funds) (7350)	\$0	\$0	\$0	
Totals:	\$4,781,784	\$4,781,784	\$4,781,784	

Learning: Engage and Empower

Digital Citizenship

Board Goal: High Standards-High Achievement

Cost: Provided by existing teachers, using existing technology.

Benefit: Digital Citizenship can be defined as, "the norms of behavior with regard to technology use". As new technologies appear, it takes a while for users and etiquette to catch up. Some rules of online etiquette are assumed and others are defined by users.

The International Society for Technology in Education (ISTE), has identified 9 areas of behavior that make up digital citizenship.

1. Etiquette: electronic standards of conduct or procedure
2. Communication: electronic exchange of information
3. Literacy and Education: the process of teaching and learning about technology and the use of technology
4. Access: full electronic participation in society
5. Commerce: electronic buying and selling of goods
6. Digital Law: electronic responsibility for actions and deeds
7. Rights and Responsibilities: those freedoms that are extended to everyone in the digital world
8. Health and wellness: physical well-being in a digital technology world
9. Security (self-protection): electronic precautions to guarantee safety

Online safety education is required under the Children's Internet Protection Act (CIPA).

Number who will benefit: All K-12 students (est. 21,000)

Monitoring: ETMC & NCS

Evidence of Need: K-12th grade students, when at a time appropriate to the pacing calendar, will complete lessons and activities covering online safety, technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Teaching: Prepare and Connect

Intelligent Classrooms

Board Goal: High Standards-High Achievement

Cost: Est. \$6,000 per classroom (Includes district standard laptop, sound system, web camera, electronic whiteboard/projector, student response system.) To be purchased as school and district resources allow.

Benefit: Rand Corporation research concludes that among all school based factors, the classroom teacher is the most important factor contributing to what students learn in the classroom (www.rand.org/pubs/monographs/MG885.html). The Intelligent Classroom equips the teacher with tools to improve teacher effectiveness. The improvements include how improving the quality of the delivery of instruction, the ability to gather quick formative assessment feedback on student learning, and the ability to communicate and access online resources.

Number who will benefit: K-12 teachers and students where intelligent classrooms are installed.

Monitoring: ETMC & NCS

Evidence of Need:

“More microphone systems for teachers and interactive voting systems”

“Availability of computer lab, smart boards, LCD ceiling mount, iPad”

“Simple unification of our equipment would be great for each teacher to have: LCD projector, white screen, ELMO, up to date PC.”

“3 of our 10 science teachers need an Epson Bright projector. 7 of our 10 teachers need a microphone that works with the Epson projector setup”

“I would like to have the overhead projector set up that some classrooms have so that I could use some of the great information and PowerPoint’s that are available for science from the internet”.

-Source: HLP Technology Survey 2012

Blackboard Learning Management System (LMS) Improvements

Board Goal: High Standards-High Achievement

Cost: Est. \$150,000/yr. for district hosted license, est. \$40,000 (one time) education staff professional development, est. \$90,000 (one time) technical staff professional development.

Benefit: Blackboard has been the district Learning Management System (LMS) since 2001. A LMS provides tools for teachers to support teaching and learning in an online environment. Planned improvements include rebuilding and stabilizing Blackboard software, turning on Blackboard system logs to monitor use and performance, training education and technical staff, and expanding usage of Blackboard. Blackboard has the ability to accept commercial online course module offerings, such as those by K12/Aventa. Distinctions will be made about what data should reside on the public website, district intranet/shared storage, and LMS website.

Number who will benefit: All K-12 students (est. 21,000)

Monitoring: ETMC & NCS

Evidence of Need:

“Make Blackboard less like a black hole. Less is more. Too much info”

“New Blackboard not user friendly. Most teachers I know don’t use it at all”.

“Blackboard: it’s unique in its unreliability”

-Source: HLP Technology Survey 2012

Website (Public) Improvements

Board Goal: Supportive & Innovative Learning

Cost: \$16,000/yr Expression Engine support, est. \$25,000/yr. commercial E-rate web hosting., time for school and departments for training and ongoing updating of website.

Benefit: The district website (<http://www.hlpschools.org>) is the public face of the district. It is the primary public information portal for students, teachers, parents, and community. It is a 21st century necessity that school districts have websites that are competitive and informative.

Number who will benefit: All K-12 students (est. 21,000), Adult Education students (est. 30,000), district employees (est. 2,000), community.

Monitoring: ETMC & NCS

Evidence of Need:

“I would like to see more of the website updated. Many of the schools information is not updated or missing”.

“Also, it is difficult to know whether information I need to access is on the Blackboard or district website”.

“Blackboard is too nebulous. Too difficult to find docs”.

“Blackboard has potential but it is too cumbersome to use”.

-Source: HLP Technology Survey 2012

Infrastructure: Access and Enable Online Education-Blended Learning

Board Goal: Supportive & Innovative Learning

Cost: Development of modules by teaching staff (est. \$2,000-\$5,000). Cost of commercial online class modules.

Benefit: Provide additional learning opportunities for students in credit recovery, blended learning, or additional class opportunities. Classes developed with internal teaching staff or modules purchased from commercial vendors, such as Aventa/K12.

Number who will benefit: All K-12 students (est. 21,000)

Monitoring: ETMC & NCS

Evidence of Need: Online education opportunities are thriving with places such as the Florida Virtual School, Riverside Unified Virtual High School (<http://rusdtech.net/>) and Lake Elsinore Southern California Online Academy (<http://scoa.leusd.k12.ca.us/>). While online education may not replace school based teacher led first instruction, opportunities are growing for online education to support the existing class structures (e.g. Blackboard class materials). Opportunities may exist to provide a wider variety of classes. In Fontana Unified, a highly regarded Calculus teacher was shared across three high schools using video conferencing technology. The U.S. Department of Education report, Understanding the Implications of Online Learning for Educational Productivity (January 2012), states, “Educational systems are under increasing pressure to reduce costs while maintaining or improving outcomes for students. To improve educational *productivity*, many school districts and states are turning to online learning. In the United States, online learning alternatives are proliferating rapidly. Recent estimates suggest that 1.5 million elementary and secondary students participated in some form of online learning in 2010 (Wicks 2010). “

District Data Center and Disaster Recovery (DR) site

Board Goal: Effective & Efficient Resource Use

Cost: Lease of Los Angeles County Office of Education (LACOE) data center space for DR site (\$ TBD), district data center server refresh, virtual desktop/thin client, training and licenses (est. \$143,000), data storage (est. \$22,000), DR site servers (est. \$70,000), virtual desktop/thin client clients and licenses (est. \$20,000), VMware training (est. \$14,000), Dell server training (est. \$15,000), preparation of Glenelder kitchen as District Data Center (e.g. floor, ceiling, power, cooling, cabling, monitoring) (\$ TBD), APC server racks-cooling (\$ TBD).

Benefit: Reliable high availability access to core district systems such as SMART, BOSS, BOSS HR, Blackboard, e-mail and district storage; Backup and archive of district data and systems; Improve student and staff access with less expensive, more reliable thin clients computers.

Number who will benefit: All K-12 students (est. 21,000), Adult Education students (est. 30,000), district employees (est. 2,000), community.

Monitoring: ETMC & NCS

Evidence of Need:

- Air conditioning-electrical failure twice disabled servers during summer 2011.
- Two day system outage for SMART, BOSS, BOSS HR during 2011-2012 School year.

- Increasing failure of services, parts or complete loss of 7 year old servers.
- Insufficient data storage and servers to upgrade Blackboard and run system logs.
- Insufficient data storage and servers to upgrade MS Exchange e-mail and ActiveSync.

District wide Managed and Secure Wireless network (Mobile Devices)

Board Goal: Supportive & Innovative Learning

Cost: Cisco 5508 Wireless Network Controller, est. \$60,000 (Ed Tech Voucher reimbursement eligible). Upgrade wireless access points from “B/G” speeds to faster, higher client density capable “N” standard wireless access points (as E-rate discounts and district matching funds allow).

Benefit: To meet growing users demands, the district will build a district wide managed and secure wireless network. An Impulse Point network access control box is being installed to allow safe, secure and authenticated access to mobile devices, such as wireless tablets, phones, and computers. Approximately 120 older wireless network access points are unmanaged “heavyweight” models. The acquisition of a Cisco 5508 Wireless Network Controller will allow the management and integration of these access points into the district wireless network.

Number who will benefit: Teachers and staff with district and approved personal wireless devices who need mobility across their classroom, site and district. Student access, should a “Bring Your Own Device (BYOD)” program be approved.

Monitoring: ETMC & NCS

Evidence of Need:

“Being able to get the wireless on all the campuses is wonderful moving from site to site. An easier way to print at other sites would be nice.”

“Well, as someone who travels to different school sites, I find that the wireless internet signal isn't always the best in certain areas. I often find myself without wireless access because of signal strength issues and I find myself running around campuses trying to find an available computer to access the HLP server.”

“Wireless internet doesn't always work for our laptops.”

-Source: HLP Technology Survey 2012

Core Network maintenance-improvements-replacements

Board Goal: Effective & Efficient Resource Use

Cost: Varies with equipment.

Benefit: Replacement of network equipment that fails, is no longer supported, or has been identified as end-of-life by manufacturer.

Number who will benefit: All K-12 students (est. 21,000), Adult Education students (est. 30,000), district employees (est. 2,000), community.

Monitoring: ETMC & NCS

Evidence of Need:

All equipment eventually wears out, becomes outdated, fails by parts or fails outright or reaches the end of life in terms of support or usefulness. This item acknowledges that replacement of equipment will be needed and that it will have a cost. The evolution of technology may drive down costs or provide less expensive alternatives to what is currently in use.

Productivity: Redesign and Transform

Systems-Software Programming

Board Goal: Effective & Efficient Resource Use

Cost: Existing programming staff, training resources as identified for .NET programming.

Benefit: Internal programming staff can work quickly to support data needs of other district systems. As a “build” vs. “buy” decision, programmers have the flexibility to meet the needs of users and departments as requirements change, which includes higher integration of systems by coordination of their support and operations through one location.

Number who will benefit: All K-12 students (est. 21,000), Adult Education students (est. 30,000), district employees (est. 2,000), community.

Monitoring: ETMC & NCS

Evidence of Need:

- BOSS HR Position Control system, workflow, and process are not meeting needs of Finance, Human Resources, Special Education, Child Development and Adult Education.
- FCMAT 2007 report indicates need for better integration of Peoplesoft county financial system with district BOSS financial system to reduce double entry errors, problems with reconciliation.
- Change from programming from less common OMNIS to more common and flexible Microsoft .NET programming, migrate systems from client based to web based systems.
- Course Consolidation: Course scheduling issue with course class codes being used to group students. Example: What should be a “Biology” class has five different course code entries (e.g. Biology-1yr course, Biology-Fall, Biology-Spring, Biology-Summer Session A, and Biology-Summer Session B). Courses multiply with the accounting for classes vs. academies across high schools.

Professional Development

Board Goal: Attract and Retain Quality Personnel

Cost: Time of Technology TOSAs, coordination with departments, Tech Training-Meeting Room (computer lab, 30 stations, est. \$11,000 Ncomputing thin client).

Benefit: Support for district classified and certificated staff to work more efficiently and effectively as “information workers” (Peter Drucker, 1960). Improve performance and operations among job alike groups, e.g academic and support departments.

Number who will benefit: All classified and certificated staff (est. 2,000) directly.

Monitoring: ETMC & NCS

Evidence of Need:

“Periodic training on the use of Blackboard, especially when changes are made”

“Lack of training and how to integrate technology into our classrooms”

“I would appreciate any instructional handbooks to help better understand how to use BOSS and other such programs”

“Help and training on technology, excel, etc. on how we can improve efficiency through the use of technology in work environment”

“How to use e-mail more efficiently, i.e. filing e-mail, calendar, formatting e-mail, excel”

“We could use more in-depth training on promethean boards”

“It would be nice to have someone on site to teach trainings on how to better integrate technology into teaching”.

-Source: HLP Technology Survey 2012

Adult Education

Board Goal: High Standards-High Achievement

Cost: Existing technology support staff.

Benefit: Maximize existing technology resources; replace existing technology resources as reflected in industry standards.

Number who will benefit: All Adult Education students (est. 30,000)

Monitoring: ETMC & NCS

Evidence of Need: Referencing the HLP Adult Education WASC Technology Plan 2009-2014. Common ground exists for a mutually beneficial working relationship to support Apple iPads/Tables at afterschool sites, Robotics at afterschool sites, and other technology resources.

Communications/Relationships

Board Goal: Attract and Retain Quality Personnel

Cost: No investment in equipment required; time to produce newsletter, update online sites, meetings and site visits.

Benefit: Support productive working relationship to support school and department needs.

Number who will benefit: All HLP schools, teachers, and administrators.

Monitoring: ETMC & NCS

Evidence of Need: Improved communications between technology services and schools and departments can help all staff work more effectively and efficiently.

“How do TOSAs and DPS make a school’s focus align more with another department’s focus?”

“Listen to other departments and see how technology fits into their needs and best support the department”

-Source: Technology TOSA meeting, 1/13/12

Computer Replacement and Improved Access

Board Goal: Effective and Efficient Resource Use

Cost: Varies from new computer (\$1,000) to thin client (\$300) to tablet (est. \$170-\$500).

Benefit: National Education Technology Plan calls for every student to have access to at least one Internet device (4.2). Access to online resources, communications and information have become an integral part of daily 21st century teaching and learning.

Number who will benefit: All K-12 students (est. 21,000)

Monitoring: ETMC & NCS

Evidence of Need:

“Our students have little or no access to computers” (HLP Tech Survey 2012)

“Computers are old and crashing” (HLP Tech Survey 2012)

“..many of our students and parents don’t have access to it (district website) due to lack of computers and Internet access at home” (HLP Tech Survey 2012)

6c. District Replacement Policy

“Obsolete” equipment will be defined as equipment that no longer serves a useful academic or administrative purpose in the school or office. If the costs of repairing a computer exceed the value of the computer, that computer will be designated as obsolete. Education research indicates that teachers are the most important element in the classroom for student learning; as such, each teacher will have their own networked district standard computer with district standard software installed (e.g. Microsoft Office, Microsoft Windows 7, Adobe Reader, Microsoft Explorer, anti-virus). Replacement computers may be new equipment from the district standards price list or refurbished computers that meet district standards. The age of the technology and the non-coordinated acquisition of new technology negatively impacts support and maintenance functions and daily classroom operations and student instruction, deteriorating employee trust in new tools and technologies. As efficiencies in daily classroom management functions incorporate critical data gathering and analysis tools as a means to drive instructional decisions, the classroom computer is central to the success of these functions. Without current, functional and reliable classroom technology that can be trusted, these efficiencies cannot be realized. Furthermore, a high level of trust in the technology is needed for technology to progress and to pioneer new applications. An institutionalized technology refresh initiative minimizes failures attributed to technology depreciation while building trust and maximizing functionality in support of the Board of Education’s goals. NCS will explore new technologies such as thin clients and virtual desktop infrastructure (VDI) that can extend the life of existing and new computer equipment, thus addressing digital divide issues in lower-income households.

6d. Budget monitoring

School sites are allocated technology funding as part of their General Funds and other sources, such as categorical funding, and are under the control of that school site. The Director of Network and Computer Services (NCS) will ensure that site based funding is spent to reflect the goals of this technology plan. The Director of NCS will also work with sites to identify technology needs that fall outside of normal budgeting and provide input to the Assistant Superintendent of Business Services and the Director of Finance for the budget in the following year.

Infrastructure technology spending will be monitored by the Director of NCS. Budgeting for technology will be done by the Director of NCS with input from sites based on site needs, as well as remaining within the requirements of this plan. Any funding needs outside the normal budget allocation will be taken to the Assistant Superintendent of Business Services and the Director of Finance to be addressed in the budget for the following year. Examples include district e-rate matching funds for eligible sites or bundled sites for e-rate projects or capital expenditures and financing for infrastructure upgrade or replacement.

Ongoing analysis of qualitative and quantitative data will support the effective implementation of the district’s plan to positively impact teaching and learning through technology. In brief, the expected outcomes per year of implementation are as follows:

Year 1: During the first year of this plan, access to technology will increase; access will become more mobile, personal and wireless; more content will be available on-line; staff will improve their technical skills through on-line professional development activities; *Year 2:* By year two of this plan, infrastructure management systems, assessment tools and accountability components will be deployed or in development; data warehouse model will be implemented *Year 3:* During year three, it is expected that significant increases will continue to be made in student achievement while allowing students to continue their learning process at home

The following evaluation strategies will provide feedback to ensure successful implementation.

OUTCOME	MEASURES OF OUTCOME
Students and teachers will have increased access to technology hardware.	Desktop and network management system reports of total users and devices; access logs.
Staff will improve their level of technology skill.	Self-report - skill inventory and participation in staff development activities; supervisor evaluations. Record the number of participants in district-provided technology workshops and evaluate effectiveness of training.
Teachers will increase the use of technology for instruction and classroom management.	Self-report and review of computer-use logs.
Students and staff will use a wireless network to communicate and to access world-wide information resources.	Establish redundant and wireless infrastructure and technical support system. Create library/media information hubs at each site. Record the level of use for the network.

Based on the collection and analysis of this data, staff at each site will review, revise and realign their existing technology plan. This revised technology plan will then become an integral part of a unified school improvement plan.

With the increased use of technology throughout the instructional program in all years of the master plan, the reorganized District Online Technology Support Committee will develop measurable student outcomes to assess the continued success of plan implementation.

7. Monitoring and Evaluation

7a. Overall progress and impact evaluation

The timelines and benchmarks included in each component of this plan will serve to form the system by which the plan will be evaluated. The Technology Services Committee will review progress as part of their weekly meetings. During the course of their scheduled meetings, the Online Technology Support Committee will conduct an *annual evaluation* of the Technology Master Plan. They will look at each component and evaluate the successful implementation of the plan.

The Educational Technology and Media Center will also conduct an annual evaluation of the Curriculum and Professional Development components of the plan. They will report as needed to the Technology Services Committee and the Online Technology Support Committee with regards to these sections of the plan. The Network and Computer Services department will conduct an annual review of the Infrastructure, Hardware, Technical Support, and Software component of the plan and will also report as requested to the Online Technology Support Committee.

A variety of assessment tools will be used to determine the level of technology use over time. Among these tools are:

- The annual online state technology survey
- The EdTechProfile online teacher proficiency and technology use survey
- The EdTechProfile online student technology proficiency and use survey
- A district created survey that includes hardware purchased and usage. This survey is conducted semi-annually and is completed by the Technology Resource Teacher at the school sites with review by the ETMC Tech TOSAs. The information collected is used to complete the State technology survey and CBEDs.
- A district created teacher technology needs survey

The information will be reviewed by the Educational Technology and Media Center on a semi-annual basis in order to identify the department focus for professional development. This information will also help identify teacher technology proficiencies and how they may be assisted in moving to a higher-level proficiency.

The results of this compilation of information and the findings of the ETMC will be shared with both the Technology Services Committee and the Online Technology Support Committee.

Data and needs information are collected district wide and are analyzed to ensure equity of access for all students, as well as teachers and administrators.

Specific grade level needs will be addressed on a monthly basis at the scheduled grade level administrator meetings.

Success will be measured by:

- Success of students on grade level technology benchmark assessments

- Increased number of students passing the high school computer literacy graduation requirement
- Increased achievement on CST and district standards based interim assessments
- Increased number of students passing the high school exit exam
- Increased use of software tools, as monitored by usage reports
- Increased use of Blackboard

Special needs populations are included in all evaluations. Disaggregated student assessment data will be examined through OARs to see if their state and district test scores are increasing.

As previously mentioned, all schools in the district have the same level of access. Teacher proficiencies will be monitored through EdTechProfile. Student types of use will be taken into account through the technology standards and benchmark assessments.

Teachers will be consulted in determining the evaluation criteria through two formats. Teachers and administrators will both be part of the Online Technology Support Committee and as such will be part of the process. Administrators will also be consulted during their monthly grade level administrator meetings.

Monitoring of the goals and objectives in this technology plan will take place through a combination of the Technology Services Committee, the Online Technology Support Committee, and the district's office of Learning Standards and Accountability. The office of Learning Standards and Accountability has responsibility for monitoring student achievement throughout the district. They are a resource for examining assessment results on a variety of levels.

The Online Technology Support Committee will, at their online meetings, monitor the use of technology to improve teaching and learning, the teaching of technology and information literacy skills, equitable access to technology for all students, the use of technology to improve student recordkeeping, and the use of technology to make teachers and administrators more accessible to parents.

The status of the implementation of the Curriculum component will be reported to the superintendent semi-annually and to the school board annually.

If parts of the plan are not being implemented on schedule, the ETMC staff will bring this to the attention of the Technology Services Committee and Online Technology Support Committee for recommendations and adjustments will be made to the timeline.

Success will be measured by:

- Success of students on grade level technology benchmark assessments
- Increased number of students passing the high school computer literacy graduation requirement
- Increased achievement on CST and district standards based interim assessments
- Increased number of students passing the high school exit exam
- Increased use of software tools, as monitored by usage reports
- Increased use of Blackboard

7b. Evaluation schedule

Responsibilities	Parties Responsible	Frequency
Online State Technology Survey (Ed Tech Profile)	Educational Technology and Media Center	Annually
Check # of students not passing the Computer Literacy Graduation Requirement	Educational Technology and Media Center	Annually
Evaluation of Curriculum and Professional Development components of plan	Educational Technology and Media Center with the K-12 Curriculum specialists	Annually
Evaluation of Infrastructure, Hardware, Technical Support and Software	Network and Computer Services	Annually
Evaluation of assessment data as it relates to technology integration	Online Technology Support Committee and Technology Services Committee	Annually
Evaluation of complete Technology Use Plan	Online Technology Support Committee and Technology Services Committee	Annually
Presentation to the superintendent	Director of NCS and District Program Specialist, Technology	Annually or as requested

7c. Communicating evaluation results

The status of the plan implementation will be reported to the district superintendent on a semi-annual basis. The status of the plan implementation will be reported to the school board on an annual basis. The status of the plan implementation will be reported to the Online Technology Support Committee on a regular basis for their input and discussion.

As ETMC and NCS discover corrections or adjustments that need to be made, these will be reported to the Online Technology Support Committee for their discussion and recommendations.

Strategies that have had a positive effect on teaching and learning will be shared with other teachers at regular training sessions, will be shared with the Online Technology Support committee and will be made available on Blackboard.

8. Collaborative Strategies with Adult Literacy Providers

According to 2011 API data, those parents who chose to respond indicated the following:

Not a high school graduate	25
High school graduate	34
Some college	19
College graduate	17
Graduate school	5

The HLPUSD adult school is the main adult literacy provider for the district. The service is provided through English as a Second Language (ESL), Adult Basic Education (ABE), and High School/GED programs at three main sites in the district along with classroom and distance learning opportunities at the majority of the district school sites. The HLPUSD Adult Education program is involved in literacy education in several different ways. The ESL program is offered at three major sites and 5 elementary outreach sites. Classes range from Beginning Literacy to Advanced. The Community Based English Tutoring (CBET) program provides opportunities for English Language Learners to speak and read English. It is for parents who want to help their children with their homework. The students, in turn, must sign a pledge card and agree to tutor others – especially their children – in English. Nine elementary school sites provide these services along with 24 sites that provide introduction to literacy through monthly parenting programs. The EL Civics program addresses adult literacy through a civics program. Three main schools with computer labs provide this program along with five elementary sites. The Adult Basic Education (ABE) program supports adults working at the first through eighth grade level. The classes meet in at the three main sites as well as two elementary sites. Computer labs are made available for the literacy students at all main sites. The Learning and Assessment Center (LAC) provides literacy instruction through directed instruction and computer program with curriculum specifically designed for Career Training students who need to increase their literacy levels in order to successfully complete a training course and find employment. Finally, the literacy skills via hands-on computer and directed teacher training are made available at the Willow Center for adult students with disabilities. For those unable to attend the classroom sites, distance learning opportunities are available at twelve district sites for ESL, ABE, and GED preparation.

Collaboration: The adult school classes utilize both school sites throughout the district, as well as the districts' high-speed broadband network. The HLPUSD is committed to pursuing additional funding opportunities that will enable us to leverage resources and expand our ability to serve the adults in our community.

Additional collaboration in the form of discussion and training between the Educational Technology and Media Center and the Director of Career and Technology Education for the HLPUSD Adult Education program continue as provided for in the both the district Technology

Master Plan and the Adult School Technology Master Plan. For example, the adult school has worked with the Educational Technology and Media Center in developing adult/parent education classes. These classes introduce parents to Blackboard tools and Internet Safety.

9. Effective, Researched-Based Methods and Strategies

9a. Research summary and District application

The National Staff Development Council (NSDC) publications on standards for staff development in education and staff development standards of practice regarding innovation configurations detail specifically how technology can support curricular and professional development goals. To quote from the NSDC Standards for Staff Development: “Electronic forms of learning may prove particularly helpful in providing alternatives that respond to differences in learning styles and availability due to life stage issues. Staff development content may be accessed via the Internet or other forms of distance technology that will enable learning throughout the day in various settings using media that appeals to different learning preferences”. Hall and Hord’s Concerns Based Adoption Model (CBAM) is a framework for professional and personal change; this framework has its role in integrating the use of technology into improving the delivery of instruction, facilitating learning, and improving collaboration. Learning Communities described by role in the NSDC Innovations Configurations publication detail the levels of technology use and desired outcomes. The Central Office staff is to support learning team use of technology (Desired Outcome 4.1) by providing access to technologies such as web conferencing, online surveys, decision making tools, e-mail, discussion forums online, and bulletin boards. The school Principal role is to encourage and provide technology to support collegial interactions (Desired Outcome 9.7) by seeking resources to provide technology and encouraging staff to participate in subject area networks, action research studies, and share lessons with other educators.

The National Education Technology Plan 2010 reflects its research and focus with the title “Learning Powered by Technology”. Research from the Mid-continent Education and Research Laboratory (McRel) highlights the impact of technology in education. This research is summarized on the book Using Technology With Classroom Instruction That Works by Howard Pitler, Elizabeth Hubbell, Matt Kuhn, and Kim Malenoski. This book links instructional strategies that work (i.e., produce improved student achievement) based on the work of Robert Marzano, with practical uses of available technology. This research illustrates how technology supports and enhances sound instructional practices. This update of our technology master plan addresses new research in the area of online education and social networking tools. These elements in our tech plan are based upon research in this area by Clayton Christensen in his book Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns and related work from the National School Boards Association with regard to Web.2.0 social networking tools and 21st Century Skills.

The district is committed to research based school improvement strategies, especially in the area of technology. The following studies represent the result of hours of research in the area of educational technology, school improvement, and distance learning. These reports summarize

well the direction for the goals of the Hacienda La Puente USD - District Educational Technology Master Plan.

Hur, Jung Won and Brush, Thomas A. (2009), Teacher Participation in Online Communities: Why Do Teachers Want to Participate in Self-generated Online Communities of K-12 Teachers, *Journal of Research on Technology in Education*, ISTE Spring 2009

This study examined reasons for teacher participation in online communities of K-12 teachers. The findings indicated five reasons for participation: 1) sharing emotions, 2) utilizing the advantages of online environments, 3) combating teacher isolation, 4) exploring ideas, and 5) experiencing a sense of camaraderie.

Many teachers are interested in new ways of communicating and collaborating. This report validates the necessity for providing an online environment for teachers. HLPUSD is actively examining ways to provide these online communication and collaboration tools for teachers. Using Blackboard, the district has a goal of providing an online community of practice for teachers, especially those who are part of the 1:1 Student Laptop program

Bain, Alan and Weston, Mark E. (2009), The Future of Computers and 1:1 Laptop Initiatives, *Independent School*, Winter 2009

In this report, Bain and Weston look at states and school districts that have implemented a 1:1 Laptop initiative. They look at the fundamental reasons why some of these programs succeed and some fail. Through their examination, they identify three main issues to be considered

- Book bag Anchors – laptops must receive full and consistent deployment across classes if there is to be a satisfactory return on investment, especially in the area of student achievement.
- Silk purse expectations – laptops must have a profound effect on the way teachers teach and students learn. This is only possible when members of the learning community agree on what it means to teach and learn.
- Scale – the use of technology that improves performance and scales up to become the professional standard of practice. In education, scale is about creating the teaching and learning conditions that result in a developmental experience for all students.

For a school or district to make a 1:1 initiative work:

- There must be a shared vision and schema for defined, research-based, and school level professional practice. The practice should be embedded in the day to day life of the community, collectively constructed, emergent, informed by feedback, and, as a result, dynamic.
- Technology should be essential, deeply embedded in the real time transactions of teaching and learning, and use all of the time to make the school function.
- The school must form a laser-like focus on articulating the connection between mission and practice.

Technology Services staff will continue to work with site administrators and teachers as they refine the vision for technology use at their school and create a mission which reflects the beliefs, values, and practice of the site learning community.

McCombs, Barbara L. (2000), *Assessing the Role of Educational Technology in the Teaching and Learning Process: A Learner Centered Perspective*, University of Denver Research Institute for The Secretary's Conference on Educational Technology 2000

<http://www.ed.gov/technology>

The report examines research done by many individuals in the area of Educational Technology. It examines issues such as the purpose of education, what knowledge base is needed to apply educational technology appropriately, and learner centered principles. It looks at the learning that Bransford, Brown, and Cocking (1999) suggest can be supported by technology.

- To bring exciting curricula into the classroom based on real-world problems and that involves students finding their own solutions, testing ideas, receiving feedback, and working collaboratively with other students or practitioners beyond the classroom
- To provide tools and scaffolds that enhance learning, support thinking and problem solving, model activities and guide practice, represent data in different ways, and are part of a coherent and systemic educational approach
- To give students and teachers more opportunities for feedback, reflection and revision including those where students evaluate the quality of their own thinking and products, have opportunities to interact with working scientists, receive feedback from multiple sources which include their peers, and experience cognitive tutors and coaching in areas where improvement is needed
- To build local and global communities that are inclusive of teachers administrators, parents, students, practicing scientists, and other interested community people, expanding the learning environment beyond the schools walls
- To expand opportunities for teacher learning that include helping teachers to think differently about learners and learning, to reduce the barriers between students and teachers as learners, to create new partnerships among students and parents, and to expand communities of learner that support ongoing communication and professional development of teachers.

These learner-centered principles have provided much of the direction for professional development in the HLPUSD. Through several professional development opportunities, teachers have been given the opportunity to explore many of these key elements. Future professional developments opportunities, as outlined in the Educational Technology Master Plan, will give teachers additional opportunities for learner-centered instruction. These elements will be monitored by the Online Technology Support Committee and will be reported to the superintendent and school board on an annual basis. Teachers from all schools in the district will be given the opportunity to participate, with special attention being paid to teachers in underperforming and high priority schools.

Heath, Marilyn and Ravitz, Jason (2000), *Teaching, Learning, and Computing: What Teachers Say*, Southwest Educational Development

This paper examines the results from the Teaching, Learning, and Computing (TLC) survey (Becker, H.J & Anderson, R.E. 1998) administered to the Applying Technology to Restructuring and Learning (ATRL) project participants. The TLC results were examined to shed light on the benefits of the ATRL professional development intervention and also to help form the three research questions under consideration in this study. The questions under consideration are:

- What do constructivist learning environments supported by technology look like in practice?
- How can teachers be assisted in developing constructivist learning environments supported by technology?
- How does technology facilitate the development of a constructivist-learning environment?

A major activity of the project was the design, development, and delivery of 72 hours of professional development that modeled constructivist learning environments supported by technology. Six schools were chosen from across the five states of the Southwest Educational Development Laboratory region. The results of the professional development were reported in the survey and showed a marked change in teachers' attitudes toward and use of computers after completing the professional development. "Supporting research (Brand 1998; Education Week, 1999) shows that technology curriculum-integration rather than technology skills training should be the primary focus of technology-centered staff development."

This report confirmed to the Hacienda La Puente USD that the direction to take for professional development was in the area of integration. With that in mind, the professional development goals and several of the curriculum goals include the creation of lessons for each grade level that integrate technology and the accompanying professional development to work with teacher to use those lessons in the classroom. Completion of these lessons will be monitored by the Online Technology Support Committee and the reports of the committee will be shared with the superintendent and school board on an annual basis. All the lessons created will be available to all teachers, including teachers of special education, GATE, and English Language Learners.

Ringstaff, Cathy and Kelley, Loretta (June 2002), *The Learning Return On Our Educational Technology Investment: A Review of Findings from Research*, WestED

<http://www.westedrtec.org>

This extensive report examines many studies and reports related to educational technology and school reform. It looks at the kinds of impact technology has on education. Several key factors are identified as crucial elements for successfully using technology. They include:

- Technology is best used as one component in a broad-based reform effort
- Teachers must be adequately trained to use technology
- Teachers may need to change their beliefs about teaching and learning
- Technological resources must be sufficient and accessible
- Effective technology use requires long-term planning and support
- Technology should be integrated into the curricular and instructional framework.

An important conclusion drawn from this body of research is that there is "no magic formula that educators and policymakers can use to determine if this return' is actually worth the investment'." The better question is, "Under what conditions does technology have the most benefits for students?"

These key elements are addressed in several places throughout the HLPUSD Technology Master plan. Specifically, in the area of professional development, by creating benchmark lessons that address standards and incorporate technology, teachers are given tools that integrate technology into the curricular and instructional framework. Professional development opportunities are designed to provide not only training, but tools to help teachers rethink the use of technology in the classroom.

In HLPUSD, technology is the tool used in several other district reform projects, including OARs, SMART, and an “*Anytime, Anywhere – Online Learning Community*”.

As discussed in the technology master plan, all components of the plan will be fully discussed and evaluated by the Online Technology Support Committee. This information will be shared with the superintendent and school board on an annual basis.

The district is fully committed to success for all students. All schools are wired, and most classrooms have 8 drops. There is also wireless Internet in many of the schools. All teachers will be given the technology benchmark assessments. And all students will be given the opportunity to acquire the skills listed on the district technology grade level standards, including special education, GATE, and English Language Learners.

The Pew Internet and American Life Project, (Aug. 14, 2002), *The Digital Disconnect: The Widening Gap Between Internet-Savvy Students and Their Schools*.

www.pewinternet.org

This extensive report examines Internet use by children under the age of 18. It found that more than 78% of children between the ages of 12 and 17 go online. The American Institutes for Research was commissioned by the Pew Internet and American Life Project to conduct a qualitative study of the attitudes and behaviors of Internet-using public middle and high school students from across the country. The students interviewed expressed strong views about Internet use. These views included:

- Better coordination of their out-of-school educational use of the Internet with classroom activities, thus better leveraging the power of the Internet for learning
- Significant increase in the quality of access to the Internet in schools
- Professional development and technical assistance for teachers is crucial for the effective integration of the Internet into the curricula
- Schools should place priority on developing programs to teach keyboarding, computer, and Internet literacy skills
- A continued effort to ensure that high-quality online information to complete school assignments is freely available, easily accessible, and age appropriate-without undue limitation on students’ freedoms.
- Policy makers take the “digital divide” seriously and begin to understand the more subtle inequities among teenagers that manifest themselves in differences in the quality of student Internet access and use.

Consistent with this research, the Hacienda La Puente USD has not only made high speed Internet connections available at all schools, but has also provided online research materials to all middle and high school students. In addition, the HLPUSD will continue to provide and support high quality professional development in the areas of technology integration. In order to better coordinate the students' use of the Internet in their out-of-school time, the district will investigate and provide online classes for students and online professional development for staff. Through ongoing analysis and data collection, the HLPUSD will monitor these elements of the Educational Technology Master Plan and will report to the superintendent and the school board annually. In order to ensure access for all students, including special education, GATE, and English Language Learners, all classrooms across the district are wired and access the network, all students will have access to online learning, and all students must pass the computer literacy graduation requirement in order to graduate.

MDRC for the Council of the Great City Schools (September 2002), Foundations for Success: Case Studies of How Urban School Systems Improve Student Achievement

<http://www.cgcs.org/reports/Foundations.html>

This report looks at the challenges facing urban school districts. Challenges such as unsatisfactory academic achievement, political conflict, inexperienced teaching staff, low expectations, lack of demanding curriculum, lack of instructional coherence, high student mobility, and unsatisfactory business operations. The report gives key findings in the endeavor to increase student achievement in urban schools. These key findings included:

A need by the district to establish preconditions for reform – a shared vision between the chief executive and the school board regarding reform, the capacity to diagnose instructional problems that the school could solve, a focus from district operations to serve and support the schools.

A need by the district for a strategy for success – a focus on student achievement, accountability systems, a focus on low performing schools, district wide curricula and instructional approach, support for these from the district office, data driven decision making as it applied to instruction, elementary school reforms, intensive instruction in reading and math to middle and high school students.

Special attention was paid to the area of data driven decision making for teachers. The report concludes that teachers should use “achievement data as a tool to help improve instructional practice, diagnose students' specific instructional needs, and increase student learning/achievement. However, teachers and principals need such data given to them at regular intervals from the start of the academic year, along with training in the use of these data to diagnose areas of weakness.”

This information was of interest in finding ways to increase student achievement, but of specific interest to the technology master plan was in the area of data driven decision-making. Teachers in the district have long expressed this need. To that end, the district has implemented OARS which gives teachers and principals access to current achievement data, both state and local,

which should distinctly improve their ability to assess student learning and make necessary corrections to the instruction. Teachers from ALL schools will be trained in the use of OARS as a tool for data driven decision-making. The use and success of the OARS system will be evaluated on a regular basis and will be reported to the superintendent and the school board. The district is committed to improvement in student achievement at all schools and for all students including special education, GATE, and English Language Learners.

Process for incorporating research-based methods and models into ongoing program evaluation and modification:

On an annual basis, the Educational Technology and Media Center, along with the Online Technology Support Committee, will review and examine studies and research provided from a variety of sources, including the What Works clearinghouse. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

- An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.
- An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about studies constituting the evidence of the effectiveness of the program, products, and practices reported.
- An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.
- A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.
- An evaluator registry that identifies evaluators and evaluation entities that have indicated their willingness and ability to conduct quality evaluations of education interventions.

The resources of the What Works Clearinghouse, along with research from other educational sources, will be utilized and incorporated into the Educational Technology Master Plan as appropriate to ensure that educational technology plans of the Hacienda La Puente USD are consistent with current scientifically based research regarding technology.

Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software will be evaluated for its ability to support the five key literacy components, and will follow the "assess, align, instruct, and evaluate" model to target instructional activities based on students' needs.

The Hacienda La Puente USD is committed to increasing course offerings through the use of technology. This is a main focus of the "*Anytime, Anywhere- Online Learning Community*" highlighted prominently throughout the plan. Examples of this include:

- Online courses using *Blackboard*
- Online Credit Recovery courses
- Streamed video giving students help with Internet search techniques

- Video classes (streamed and broadcast) in middle school algebra
- Online professional development for teachers
- Broadcast support for parents
- Use of the DCP (Digital California Project) Internet 2 to provide online professional development across districts with the Los Angeles County Office of Education

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9b. Technology to deliver rigorous curriculum

The Hacienda La Puente Unified School District actively seeks resources from online and distance learning opportunities to increase the variety of course offerings that are available to students. Online Advanced Placement courses may be made available based on student needs and skills, particularly in situations where there may be an insufficient number of students interested or eligible for a course at a given site. With the arrival of the network capable of transmitting video, the district technology staff is researching video distribution technology, such as the VBrick and PD 360. This type of technology can allow the capture and distribution of lessons or live lessons over the network. Videoconferencing units will also be installed in schools, piloting in the high schools and middle schools. This will allow the development of distance learning and online collaboration to provide greater learning opportunities for teachers and students. The role of technology in existing or developing middle school and high school academies, such as networking, engineering or video/animation are also to be pursued.

Online education opportunities in grade K-12 have been expanding. Examples include the Riverside Virtual School, LAUSD City of Angels Virtual Academy and courses provided by the University of California – College Prep (UCCP) programs. The district will explore and implement online learning opportunities for students and staff as opportunities, funding and organizational fit allow.

Hacienda La Puente USD is committed to providing a rigorous academic curriculum. Among the options for students are:

Blackboard - this online tool allows teachers to supplement their face to face classes with an online presence. In addition, teachers can use the extensive Blackboard tools to continue the classroom instruction beyond the school day in a meaningful and engaging format.

Blackboard has also allowed teachers from different schools to share online lessons and activities and to begin to create a district repository of online technology integrated resources.

Credit Recovery courses using Aventa - the district is participating in a pilot program of Aventa credit recovery for high school students.

The district will encourage and support teachers who are interested in providing students with virtual field trip opportunities using the California Ports program. The Ports program, sponsored by the California State Parks system, provides teachers with California standards based units of study and videoconferencing opportunities using the California K-12 High Speed Network

Appendix C - Criteria for EETT Technology Plans (Completed Appendix C is REQUIRED in a technology plan)

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	2	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	5-6	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	7-8	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	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 when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	8-25	The plan describes the typical frequency and type of use (technology skills/information and literacy integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	26-27	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	28-29	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	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.

<p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p>	<p>31-33</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p>	<p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p>
<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>33-35</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>35-37</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p>

<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>37</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>	<p>37-38</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>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.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>38-39</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p>	<p>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.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>39-40</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>
<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>41-43</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p>	<p>43-46</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p>	<p>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.</p>
<p>c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>46</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>
<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>

<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>47-52</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p>	<p>53-56</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.</p>	<p>The plan includes a description or list of hardware, infrastructure, and other technology 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 the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p>
<p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p>	<p>56-58</p>	<p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p>	<p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p>
<p>d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.</p>	<p>58-59</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	60-61	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	62-70	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	71	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	71-72	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.
7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	73-74	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	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.
b. Schedule for evaluating the effect of plan implementation.	75	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	75	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	76-77	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	78-86	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.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	87	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J - Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 19 - 73445

School Code (Direct-funded charters only): _____

LEA Name: Hacienda la Puente Unified

*Salutation: Dr.

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*Last Name: Tan

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* Required information in the ETPRS