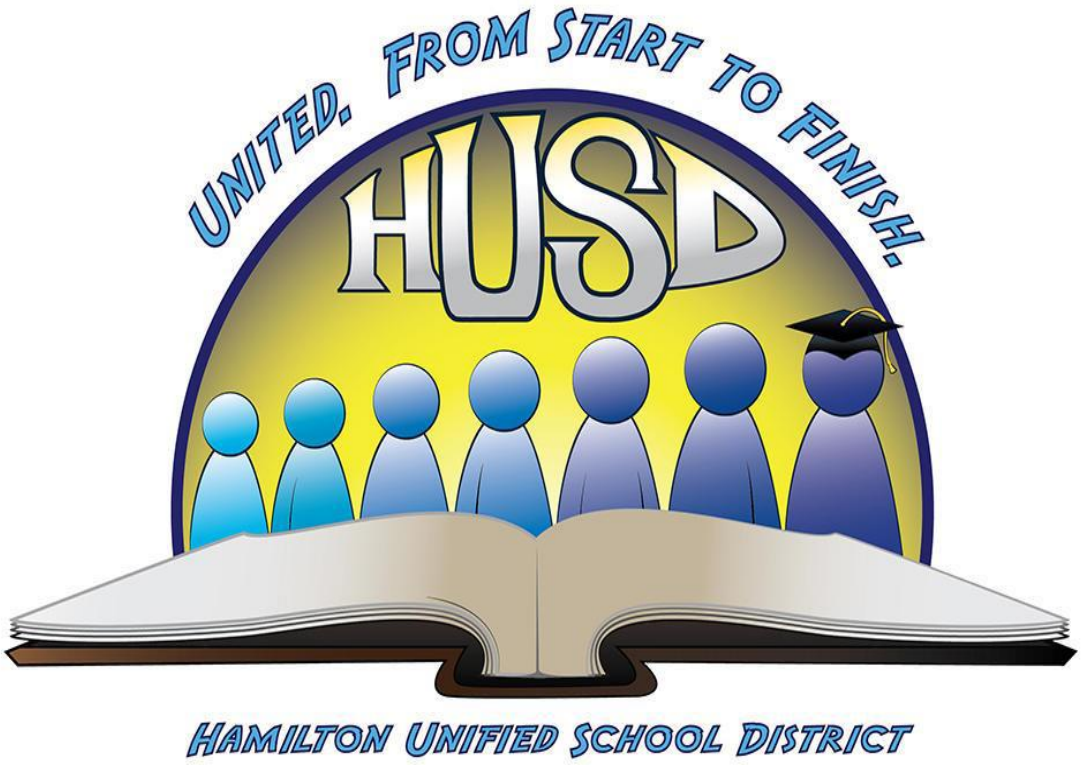
Hamilton Unified School District
Education Technology Plan

July 1, 2014 to June 30, 2019



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Michael Brantingham, Hamilton Elementary

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Diane Lyon, District Business Manager

Site Administrators

Charles Tracy, Superintendent

Cris Oseguera, Hamilton High Principal

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Cris Oseguera, Hamilton High Principal

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Higher Education

Jeannie Robinson, Adult Education Coordinator

Background and Demographic Profile

Hamilton Unified School District (HUSD) located in eastern Glenn County, Ca. holds a high value within our community and reflects the basis of our local academic center and social values in learning, educational achievement and athletics. Particularly for Glenn County, HUSD establishes the very best in providing the community a quality instruction and knowledgebase for its current and future students. From a technological point of view, Hamilton Unified School District has evolved to establish itself as a "tech leader" for advanced educational, administrative and online instructional services to all end-user staff/students as is presently supported within the local community.

Hamilton Unified School District (HUSD) is made up of six (6) schools: Hamilton High School (High School), Hamilton Elementary (Elementary), Ella Barkley High School (Continuation), Hamilton State Preschool, Hamilton Adult School (Alternative) and Hamilton Community Day School (Continuation).

This five (5) year technology plan is intended to provide an incremental technical reference point for transition metrics involving system upgrades, services replacement or applications modernization with student proficiencies as primary impetus. As in any *art form*, school technology should reflect the culture and focus of the environment to which it is applied – as the pace of educational technologies is in constant flux. Technology for its own sake is often derived by the pursuit of a perceived future student value given the academic environment to which it serves. Technology by its own merit is also a non-recoverable operational school expense – with today's ever tightening budgets, this is an expense that is typically ill-afforded.

With aforementioned in mind, there are five (5) general categorical areas that this Technology Plan for HUSD technologies will identify:

1. ***Upgrades*** to current technical environment in order to stave off additional expense from outdated and unproductive institutional processes
2. ***Replacement*** technology to increase efficiency, instructional focus, data accuracy and to ease administration time management

3. ***Forward engineering*** as a basis for long term operational expansion, student proficiency, growth and to increase HUSD community value
4. ***Technology Policy and Governance*** as to assure student/user safety and to minimize endemic transition chaos lack of controls
5. ***Security and User/Data Protection*** as to minimize technology data corruption and intrusion

With respect to the aforementioned areas, HUSD does not need to define an expensive "state of the art" technological bleeding edge operation. There are current tools that suffice, some that are productive, but others that need upgrading and some necessitate technological advances to assure future institutional growth and viability.

This document will also provide a high-level assessment so that general priorities can be set as a starting point – so a price-performance technical architecture can be defined given a robust, but cost appropriate infrastructure (suited for HUSD), as a scalable platform for future growth and capability to support all informational student and user access demographics within the district.

District Profile

The following represents the aggregate school data as represented by Hamilton Unified School District's integrated demographic metrics as indicated:

Hamilton Unified School District School Data				
	Number of Schools	Total Enrollment	# Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	1	440	20	22 to 1
High School	1	270	21	13 to 1
Alternative	2	-	-	-
Continuation	1	13	3	4 to 1
Total	5	723	44	18 to 1

Hamilton Unified School District, Student & Teacher Data: **Hamilton Elementary School**			
	School %		School %
American Indian	.45	%English Learners	48
Asian	.91	%Students with Disabilities	.11
Pacific Islander	-	Graduates (prior year)	100
Filipino	-	UC/CSU Eligible Grads (prior year)	N/A
Hispanic	96.36	% Free or Reduced Price Meals	90
African American	.45	% Fully Credentialed Teachers	74
White	1.59	Avg. Pupil / Teacher Ratio	22 to 1
Multiple/No Response	.23	Avg. Class Size	28

Hamilton Unified School District, Student & Teacher Data: **Hamilton High School**			
	School %		School %
American Indian	-	% English Learners	.1
Asian	.37	%**Students with Disabilities**	.09
Pacific Islander	-	Graduates (prior year)	98
Filipino	*	UC/CSU Eligible Grads (prior year)	41
Hispanic	71.85	% Free or Reduced Price Meals	61
African American	.37	% Fully Credentialed Teachers	82
White	26.30	Avg. Pupil / Teacher Ratio	13 to 1
Multiple/No Response	1.11	Avg. Class Size	23

Hamilton Unified School District Federal Accountability: **Hamilton Elementary 2013 Adequate Yearly Progress (AYP)**		
Made AYP 2012-013: No		
	Met AYP Criteria **English-Language Arts**	**Met AYP Criteria** **Mathematics**
Percent Proficient	No	No
Participation Rate	No	No
API - Additional Indicator for AYP	Yes	
Graduation Rate	Yes	
PI Status	Yes PI Year 4	

Hamilton Unified School District State Accountability: **Hamilton High School 12-13 Academic Performance Index (API)**		
2012 API Base	2013 API Growth	Growth in the API from 2012 to 2013
733	755	+22

Hamilton Unified School District State Accountability: **Hamilton Elementary 12-13 Academic Performance Index (API)**		
2012 API Base	2013 API Growth	Growth in the API from 2012 to 2013
696	693	-3

Hamilton Unified School District Federal Accountability: **Hamilton High School 2013 Adequate Yearly Progress (AYP)**

Made AYP 20012-013: Yes		
	Met AYP Criteria English-Language Arts	**Met AYP Criteria Mathematics**
Percent Proficient	Yes	Yes
Participation Rate	Yes	Yes
API - Additional Indicator for AYP	Yes	
Graduation Rate	Yes	
PI Status	Not in PI	

Hamilton Unified School District has a long tradition of serving the local community. In today's world communities are not just defined by streets and neighborhoods, but by virtual online forums, messaging groups, and blogs with individual preferences in internet access as a reflection to our own “virtual” personalities. Whether it is progress or not is up to debate. But what is not debatable is that any viable academic organization will have to understand the virtual/technical side of education as is relevant to a new communications instructional model. Technical relevancy whether we like it or not, is now integral to our social, economic and instructional services future.

It is not an easy choice to facilitate the present based on a perceived future viability and to dive into that brave new world of technology. Hamilton Unified School District has made the most of its limited resources to utilize the upcoming wave of technological advancement in education. Some of those advancements may have a significant contribution to our student and local communities, while others may have unforeseen impact. Technology does reflect social change and that must be tempered with the quality and tradition that is Hamilton Unified School District’s legacy of personalized instruction. The level and impact of technological growth and evolution is in a constant balance being weighed continuously by Hamilton Unified School District Board Members, faculty and administrative staff.

1. Plan Duration

This revised district Technology Plan encompasses the next five years, from July 1, 2014– June 30, 2019. It is the product of much discussion and collaboration among a diverse representation of administrators, teachers, parents, students, and business partners. This plan will serve as the primary tool to guide the district's acquisition, sustainability, and integration of technology to support the district's curricular goals. Our technology committee began reviewing our former research-based 2009-2014 Education Technology Plan earlier this year. As a team, we assessed our achievements to date, discussed lessons learned, determined our new district vision for the next five-years, and identified strategies to get us there.

The vision of this technology plan is:

To establish and sustain an advanced, inclusive technological infrastructure that will define a "knowledge transfer" medium that engages the student and enables the teacher.

The five established curricular goals of this technology plan are:

Goal 1: Improve Student Achievement and Close Student Achievement Gaps

HUSD teachers will integrate technology into the district's Board-adopted curriculum to support the district goal that ALL HUSD students will make steady progress toward meeting grade-level standards in core academic subjects and English Language Development.

Goal 2: Student Acquisition of Technology and Information Literacy Skills

ALL HUSD students will acquire the district-adopted grade level technology profile standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Goal 3: Student Acquisition of Digital Citizenship Skills

All HUSD students will be proficient or better with grade level ethical use of technology and internet safety skills.

Goal 4: Improve Student Data Collection, Analysis and Decision Making

District teachers, staff, and administrators will use technology to improve the collection, analysis, reporting, and use of district formative, benchmark, and state required student achievement data to inform instruction.

Goal 5: Improve Communication among Home, School, and Community

District teachers and administrators will use technology to improve communication among home, school, and community.

With the full achievement of the district technology goals and activities described in this technology plan, HUSD students will use technology as an integral part of the learning process to enhance their critical thinking, problem solving skills, and communication skills. Educators use technology to meet student learning needs in order to provide just-in-time learning interventions. District staff will use technology to facilitate effective and efficient organizational operations and well-informed decisions. Interactive communication and activities among home, school, and community will be seamlessly aligned to improved student learning and parent/community involvement.

2. Stakeholders

The collaborative vision statement as referred in Section 1 guides HUSD ongoing technology planning. It is a vision of how technology can help students meet grade level academic content standards and reach the desired learning outcomes identified by our school district, our community and our state and federal agencies. The HUSD Technology Advisory Committee, (which is a subset our Hamilton Unified Leadership Committee (HULC)) regularly reviews the district's curriculum objectives and current student achievement data to determine how to use technology in order for students to realize the district's academic goals. The district HUSD Technology Advisory Committee includes district curriculum, data, and information technology staff; site administrators, teachers, and classified staff who are responsible for implementing the plan.

Our HUSD Technology Advisory Committee meets regularly to:

- ✓ Evaluate the status of the current technology plan and make adjustments if needed.
- ✓ Monitor progress on current technology projects.
- ✓ Gather and evaluate district technology data with regard to hardware, wiring, resources, professional development, and projects.
- ✓ Collect and analyze survey and technology data.
- ✓ Identify and update common technology needs and issues.

The regional CTAP representative on our tech plan team offered technical assistance with the data analyses and revision of our goals and objectives; professional development planning and implementation; E-rate compliance; hardware, software, and infrastructure.

In addition to district Technology Committee meetings, district administrative staff meet regularly to assess student information system data entry and standards, problem solve and to provide input regarding the objectives, funding, budgets, and curricular guidelines contained as our technology strategy.

Stakeholder Tech Plan Input

The following list identifies the variety of stakeholders that participated in our district's tech planning process and their important contributions. We are grateful for this participation.

1. District Level Curriculum Leadership – Board of Trustees, Superintendent, Instructional Technologies Coach and Curriculum Specialists

Development and Support Roles: District level curriculum leadership representation provided:

- ✓ Alignment of technology plan goals to Board of Trustee academic goals and priorities;
- ✓ Vision for student technology skills and academic achievement.
- ✓ Coordination of federal and state funding allocations to technology plan implementation needs;
- ✓ HUSD LCAP District Benchmarks
- ✓ Insurance of standards-aligned academic objectives by grade and subject;
- ✓ Fiscal and human resources support for research-based best practices and instructional programs;
- ✓ Coordination and monitoring of student assessment and data systems,
- ✓ Monitoring of school performance, and
- ✓ Fiscal and human resources adjustments based on school performance.

2. District Technology Personnel – HUSD Technology Director, HUSD Tech Assistant and Instructional Technologies Coach.

Development and Support Roles: District technology personnel provided overall management of the technology implementation and oversight team, on-site needs assessments and inventory, and the consultation of the goals and objectives set forth in this updated technology plan.

3. District Financial Personnel – HUSD Chief Business Officer

Development and Support Roles: Fiscal representation provided information on technology funding options and coordination of technology funds and budget issues.

4. Site Administration – Site Principals, Instructional Technologies Coach and Curriculum Specialists

Development and Support Roles: Site administrator representatives provided:

- ✓ Vision and goals for school site technology needs;
- ✓ Site-based updates on tech plan implementation and needs;
- ✓ Monitoring of teacher performance and student learning;
- ✓ Technology plan implementation adjustments based on teacher and student performance;
- ✓ Insurance of the use of adopted materials,
- ✓ Research-based best practices and instructional programs; and
- ✓ Input on how technology can better support the teaching of standards-aligned academic objectives.

5. Site Teachers – Teacher representation from District Elementary school, Alternative Schools and High School

Development and Support Roles: Teacher representatives provided:

- ✓ Support and feedback for the vision for classroom integration of technology;
- ✓ Input on site and classroom status and needs; and
- ✓ Professional development needs and outcomes using research-based technology programs and practices to support the district curricular goals

6. County Dept. of Ed./Agencies – Region 2 California Technology Assistance Project (CTAP) and the Glenn County Department of Education, Contracted E-rate Consultant.

Development and Support Roles: Our E-rate Consultant representative offered technical assistance with:

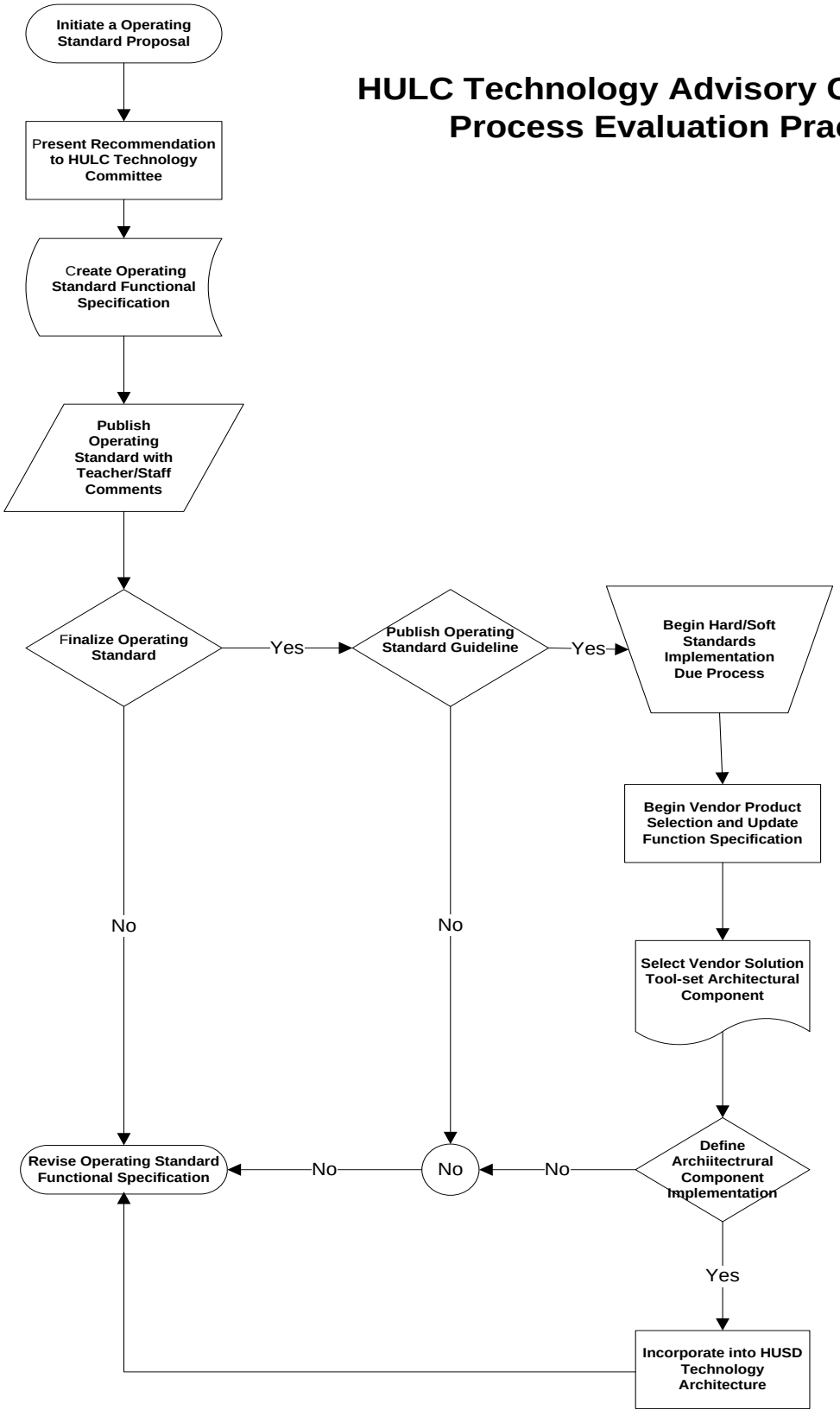
- ✓ The data analyses and revision of our goals and objectives;
- ✓ Professional development planning and implementation;
- ✓ EETT Formula Funding and E-rate,
- ✓ Compliance issues;
- ✓ Hardware, software, and infrastructure questions.

Our partnership with the Glenn County Department of Education provided additional expertise and guidance for technology infrastructure needs.

Hamilton Unified School District will continue to solicit, expand, and sustain our partnerships with stakeholders to enhance the integration of educational technology into the curriculum. This will be done through the collaborative structures established during our HUSD Technology Advisory Committee planning:

- ✓ Monthly meetings of subject matter content teams made up of volunteer administrators, teachers and staff members;
- ✓ Bi-monthly teacher collaborative meetings,
- ✓ Weekly district administrator meetings,
- ✓ Regular Technology Advisory Committee meetings,
- ✓ Monthly district and site Leadership Team meetings,
- ✓ Regular administrator, teacher and staff professional development opportunities and structures, and District and School parent meetings, workshops and events.

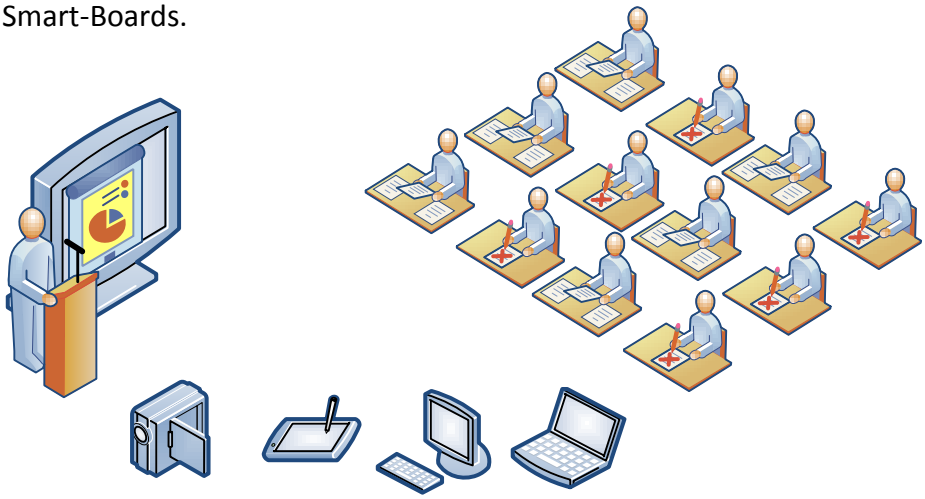
District partners are critical as HUSD moves to establish an independent technology infrastructure. HUSD recognizes that district and school staff and structures need to work together to identify and make full use of the resources and expertise to keep pace with rapidly changing regulatory educational landscapes.


HULC Technology Advisory Committee
Process Evaluation Practice
Initiate a Operating Standard Proposal
Present Recommendation to HULC Technology Committee
Create Operating Standard Functional Specification
Publish Operating Standard with Teacher/Staff Comments
Finalize Operating Standard
Yes
Publish Operating Standard Guideline
Yes
Begin Hard/Soft Standards Implementation Due Process
Begin Vendor Product Selection and Update Function Specification
Select Vendor Solution Tool-set Architectural Component
Define Archiitectrural Component Implementation
No
No
No
Revise Operating Standard Functional Specification
No
No
Yes
Incorporate into HUSD Technology Architecture

3. Curriculum

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

Our combined district student to computer ratio for instructionally-related computers for five (5) years old or newer is **3.6 to 1.** All teachers at all schools in our district have access to all computer stations which have internet access in their classrooms as well as student instructional stations in HUSD's Library/Learning Centers, and Computer Labs, before, during, and after school hours. All teachers schedule before and/or after school access to internet connected computers and electronic learning resources as needed for students to complete classroom activities. In addition, almost every classroom has a dedicated LCD projector, document cameras and access to WIFI with several classrooms equipped with tablet PCs and Smart-Boards.



All of our non-alternative schools are loaded with math and reading intervention and English language development software, MS Office Professional and internet access. Teachers and administrators schedule school computer labs for daily student use for access to intervention software and classroom project work that involve specified intervention software and/or internet content. Computer labs are equipped with a projection device and flat screen for

presentations and instruction. Library/Media Centers computers are equipped at the Elementary school is configured with access to Accelerated Reader assessments, multiple online math and social sciences links. Smarter Balance secure browser is installed as standard on all District student stations.

Each classroom teacher has personal access to a minimum of one multi-media computer with Internet access in his or her classroom. Teachers use their computers for electronic grade recording (Aeries Parent Portal), attendance (through Aeries.Net) and personal production work. Some teachers use their teacher work station as a student station as well. All schools have classroom specific, group allocated or centrally networked laser printers.

The following charts outline the technology access available in classrooms, library/media centers, or labs for all students, including Special Education, English Language Learners, both during and after school hours. Ac**c**ess to appropriate site-based technology resources has been evaluated through district and site inventory records and summarized below.

Hamilton Elementary School

Hamilton Elementary School	
Enrollment (Unofficial CBEDS 2013)	440
Total # of Computers for Instructional Use	112
Total # of Computers in Classrooms	112
Total # of Internet Connected Computers in Classrooms	112
Total # of Computers in Classrooms older than 60 months	65
Total # of Computers in Classrooms 60 months old or newer	67
Student to Computer Ratio – Computers 60 months old or newer only	6.5 to 1
Total # of Computers in Computer Labs	60
Total # of Computers in Library/Media Center	5
Internet Access Connection Comcast (100mbps)	High-Speed
Before & After School Student Access to Computers – Days & Time	Mon-Fri (8AM-6PM)

Hamilton High School

Hamilton High School	
Enrollment (Unofficial CBEDS 2013)	270
Total # of Computers for Instructional Use	141
Total # of Computers in Classrooms	141
Total # of Internet Connected Computers in Classrooms	141
Total # of Computers in Classrooms older than 60 months	69
Total # of Computers in Classrooms 60 months old or newer	72
Student to Computer Ratio – Computers 60 months old or newer only	3.75 to 1
Total # of Computers in Computer Labs for Instructional use	30
Total # of Computers in Library/Media Center for Instructional use	30
Internet Access Connection Speed Comcast	100mbps
Before & After School Student Access to Computers – Days & Time	Mon-Thurs (8-4PM), Fri (8AM-2:10PM)

Ella Barkley High School

Ella Barkley High School	
Enrollment (Unofficial CBEDS 2013)	13
Total # of Computers for Instructional Use	13
Total # of Computers in Classrooms	13
Total # of Internet Connected Computers in Classrooms	13
Total # of Computers in Classrooms older than 60 months	5
Total # of Computers in Classrooms 60 months old or newer	8
Student to Computer Ratio – Computers 60 months old or newer only	1 to .6
Total # of Computers in Computer Labs	N/A
Total # of Computers in Library/Media Center	N/A

Internet Access Connection Speed (Comcast)	100mbps
Before & After School Student Access to Computers – Days & Time	Students have before and after school access to the high school media center Mon-Thurs (8-4) and Friday (8-2:10)

3b. Description of the district's current use of hardware and software to support teaching and learning.

The following data offers a snapshot of the technology skills integrated in our district curriculum by subject area and typical frequency of use by grade level bands.

- Grades .4-6: Internet, Computers, printers, LCD projectors, ELMOs, and IPads
- Grades 7-8: Internet, Computers, printers, LCD projectors, ELMOs, and IPads
- Grades 9-12: Word, PPT, Excel, Publisher, Google Docs, FFA Online IRecord Book, IMovie, Photoshop, Twitter, Pinterest, digital video, Aeries, LCD projectors, digital cameras, digital camcorders, Internet, computers, printers, scanners, voice recorder, and IPads

English / Language Arts

- Grades K-3: AR, STAR Reading, Word, PPT, Publisher, LCD projector, ELMO, printers, Read Naturally, IPad,
- Grades 4-6: AR, STAR Reading, Word, ELMO, printers, Reading IXL, Word, PPT, Publisher, Rosetta Stone
- Grades 7-8: AR, LCD Projects, IPads, Rosetta Stone, Word, Excel, PPT, Internet, Computers, printers, ELMOs, digital cameras, digital video
- Grades 9-12: Word, PPT, Publisher, LCD projectors, Google Docs, computers, printers, scanners, IPads, Smart Boards, Prezi, and Smart Phones.

K-3: Daily/weekly 4-6: Daily/weekly 7-8: Daily/weekly 9-12: Weekly

Foreign Language

- Grades 9-12: Word, PPT, Publisher, Internet Resources, Prentice Hall electronic curriculum resources, Smart Board, LCD Projector, computers, printers, digital cameras, digital camcorders, digital video, digital video editing software

9-12: Daily/Weekly

Mathematics

- Grades K-3: Plato, LCD Projector, computer, ELMO
- Grades 4-6: Cool Math, AAA Math, Math Intervention, LCD Projector, computers, printers
- Grades 7-8: Cool Math, FunBrain, computers, printers, ELMOs
- Grades 9-12: Accelerated Math, Green Globs Graphing, Geometer's Sketchpad, LCD Projectors, Computers, Internet resources, ELMOS, Excel, PPT, and Word.

K-3: Weekly 4-6: Daily/weekly 7-8: Daily/weekly 9-12: Weekly

Science

- Grades K-3: Computers, printers, LCD projectors, ELMOs
- Grades 4-6: Computers, printers, LCD projectors, ELMOs 7-8: Computers, printers, LCD projectors, ELMOs 9-12: Computers, printers, LCD projectors, Internet resources
- Grades 7-8:
- Grades 9-12: Computers, Internet, LCD Projectors, IPads, PPT, Word, Key Note, Pinterest, IMovie, Excel, IPhoto, Voice Recorders, Digital Cameras, and Chrome Books.

K-3: Daily/weekly 4-6: Daily/weekly 7-8: Daily/weekly 9-12: Weekly

Social Science / History

- Grades K-3: Computers, printers, LCD projectors, ELMOs
- Grades 4-6:

- Grades 7-8:
- Grades 9-12: NetFlix, Computers, Internet, Printers, LCD Projectors, Scanners, Digital Cameras, Digital Video, PPT, Excel, Word, Buxfer, Smart Phones, IPads, Digital Maps, and Digital Video Cameras.

K-3: Daily/weekly 4-6: Daily/weekly 7-8: Daily/weekly 9-12: Daily/weekly/occasionally

P.E. / Health

- Grades 9-12: Word, computers, printers, Internet, PPT, LCD Projectors, and Smart Phones

9-12: Weekly

Visual & Performing Arts

- Grades 9-12: Internet, computers, printers, LCD projectors, document camera, digital camera, PPT, Word, and digital video.

9-12: Weekly

Special Education

- Grades K-8: Computers, printers, Internet resources, Kidspiration, Earobics
- Grades 9-12: Computers, printers, Internet resources, LCD projectors, scanners, Survey Monkey for IEP's

K-8: Daily/weekly 9-12: Daily/weekly

Career Tech Ed

- Grades 9-12: Computers, printers, LCD projectors, scanners, digital cameras, Photo Shop, Online Year Book Program, Internet resources, Digital Video, Google Docs, and IPads

9-12: Daily

Library

- Grades K-8: Computers, printers, library catalog, Internet, Accelerated Reader 9-12: Computers, printers, library catalog, Internet, scanners, digital cameras, digital

camcorders, AlphaSmarts, USB drives, DVD/CD burners, MovieMaker, GreenGlobs, Accelerated Math, Geometer's Sketchpad, LCD projectors.

- Grades 9-12: Computers, Printers, Scanners, PPT, Word, Excel, Internet, digital cameras, accelerated math, Green Globs, Movie Maker, Google Docs, Prezi, Buxfer,

K-8: Weekly 9-12: Daily/weekly

In addition to the typical uses of technology described above, educators at all grade levels use our student information system (SIS) Aeries.net daily for attendance, grading, testing, and Aeries Analytics for data analysis. We will be adding EADMS/INTEL-ASSESS this coming year, 2014-2015, as a testing bank and online testing software.

3c.
Summary of the district's curricular goals that are supported by this tech plan

Hamilton Unified School District Curricular Goals

Hamilton Unified School District has established clear curricular goals tied to the academic the content standards monitored by various district and site-based assessment systems in conjunction with our comprehensive district planning documents and instructional practices**.** **The overall impetus of all our district and school improvement plans is to improve student achievement as a measure of the Average Performance Index (API) by 5 points each year on Legislature approved state exams - The API goal by year 2018-2019 is 740 for all schools within our district.**

Our school board adopts key district goals annually, which are tied to and support the adopted, State approved, content standards in all academic areas and support the HUSD Local Control and Accountability Plan (LCAP) or Single School plan incorporating the following metrics:

1. The Common Core State Standard (CCSS) and Smarter Balance testing – English/Language Arts and Mathematics Performance Bands, and
2. HUSD LCAP Benchmark assessments in Common Core subject areas, and
3. District adopted curriculum based measureable (Assessment Tools – Aeries Analytics, EADMS/INTEL-ASSESS, etc.) data metrics as referenced by articulated standards- Grade/subject aligned level objectives and assessment demographic threshold goals to our LCAP District benchmarks.
4. HULC Committee curricular student achievement improvement goals

5. Intervention testing based on the aforementioned demographic thresholds

Based on our student data, federal and state mandates, and research-based best practices, our focused curricular goals are:

- **All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics, 740 API for all schools by 2018-2019.**

- **All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics, by 2018-2019.**

- **All teachers will implement Common Core Instruction and Smarter Balanced Testing proficiency.**

- **All students will graduate from high school.**

Based on our student data, federal and state mandates, and research-based best practices, our K2 through K8 focused curricular goals are:

- **Increase API by 5 points each year, compounded yearly for the next five years at all schools within the HUSD district – again, 740 for all schools by 2018-2019.**

- **Reduce by 10% the number of students that score one or more years below grade level in Reading and Math each progressing year.**

- **Increase by 10% the number of students that are at, or above, the 50th percentile on the on Legislature approved state exams each progressing year.**

- **All teachers will implement Common Core Instruction and Smarter Balanced Testing in concert with proficiency training.**

These goals and corresponding specific measurable objectives that support them can be found by the following district and site comprehensive planning documents.

- Common Core State Standard (CCSS) content standards and frameworks as they are integrated

- District and textbook curriculum guides aligned with CA academic content standards along with Common Core Standards as they are integrated.

- District evaluation criteria for textbook adoption.

- HUSD LCAP and Single School plans

- The district plan for English Learners (EL) describes the policies for identifying, assessing, and reporting students who have a primary language other than English. This EL Master Plan provides details on the reclassification procedure and the English Language Development and instructional programs to be provided to EL students to assist them in meeting and/or exceeding state academic content standards and graduation requirements.

- SARC, WASC and CCR self-study reviews and actions plans. Hamilton Unified School District Education Technology Plan: 07/2009-06/2014 Page 7

3d.
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

Goal 1: Improve Student Achievement & Close Student Achievement Gaps

Teachers will integrate technology in the district's curriculum to support the district curricular goal of ALL students attaining proficiency or better with ELA & math grade level content standards by end of the 2018-2019 school years. **HUSD will attain an across the board 5% average increase, yearly, in API for the next five (5) years.** This goal will include increasing student accessible Lab PCs by 50% (2 to 1 ratio) and overall District student access to technology wireless portable device (BYOD) ratios by 100% within the next 2 years.

Goal 2: Student Acquisition of Technology and Information Literacy Skills

ALL Teachers/Students will curricular align to Common Core State Standard (CCSS) standards and frameworks to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in an information cloud society. ALL HUSD students will acquire the district-adopted grade level technology profile standards for students to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and vocational success in the use of technology.

Goal 3: Student Acquisition of Digital Citizenship Skills

All students will be proficient with grade level ethical behavior as it pertains to bullying and digital citizenship while using technology and the Internet in the classroom as it pertains to district policy.

Goal 4: Improve Student Data Collection, Analysis & Decision Making

District teachers and administrators will use technology to improve the collection, analysis, reporting, and use of formative, benchmark, and state student achievement data through AERIES Analytics, EADMS/INTEL-ASSESS and will curriculum align with Common Core State Standard (CCSS) initiatives.

Goal 5: Improve Communication among Home, School, and Community

District teachers and administrators will use technology to improve communication among home, school, and community. They will do this through the schools new website, the Aeries Parent Portal, Survey Monkey/Google Survey, Site Council, and the on-going process of Flipping classrooms.

Section 3d - Goal 1: Improve Student Achievement and Close Student Achievement Gaps

Goal 1: Improve Student Achievement & Close Student Achievement Gaps

Target Group: All district students including Students with Disabilities, English Learners, and students

Goal 1: Annual Benchmarks

Students in HUSD will make steady progress toward meeting grade-level standards in core academic subjects.

- Students at Far Below Basic will progress in one year to Below Basic
- Students at Below Basic will progress in one year to Basic
- Students at Basic will progress within two years to Proficient
- Students will not drop in academic performance in progressing toward or maintaining Proficient.

English Learners will make steady progress in developing academic English language proficiency as measured by the CELDT.

- Students at Beginning will progress in one year to Early Intermediate.
- Students at Early Intermediate will progress in one year to Intermediate.
- Students at Intermediate will progress in one year to Early Advanced.
- Students at Early Advanced will progress in one year to the English proficient level.
- Students reaching the English proficient level will maintain this level until reclassified fluent English proficient (R-FEP).

Strategy	Digital Resources	Timeline/Frequency
1. Curriculumn Specialist/Teacher on Assignment will introduce and support Common Core based technology with teachers in each grade level and discipline. HUSD will coordinate bi-monthly grade and/or subject area teacher collaboration meetings to develop and refine the district's common articulated ELA and Math curriculum, review student achievement data, review student progress, and plan for instruction.	Smarter Balance Aeries Analytics EADMS/INTEL-ASSESS/Intel-Assess	Bi-Monthly – August - June

	Collaboration Feedback	
2. Provide regularly scheduled principal/teacher data conferences to review and analyze student achievement data (E/LA, Math and ELD) for all grade level and department teams. Set achievement goals for grade levels and individual students.	Aeries Analytics EADMS/INTEL-ASSESS Smarter Balance Testing	As outlined by school in the HUSD Admin and Pacing Calendars
3. Annually, the district will provide grade level and content area teacher teams the time and resources to review current core content area pacing guides, essential standards and assessments using Smarter Balance pre-tests and practice tests.	Internet access to CDE Smarter Balance website	Annually every spring
4. Purchase as needed state adopted instructional materials (K-12) and district–adopted supplemental curriculum-based technology resources to ensure they are being used with fidelity in the classroom by means of weekly administrator walk-throughs.	Internet access to resource identification for adoption and implementation Use of adopted text and supplemental curricular online resources including publisher software and websites	Annually during the summer As needed
5. Increase PC to Student ratios for accessibility given all demographics with HUSD along with effective practices – regular use of wide variety of in classroom, home and after school Lab utilization. By fall of 2015 Campus Web filters will be upgraded and BYOD will have secure portal capabilities based on the 802.11ac standards	District approved curriculum and productivity software such as: Office Suite, Renaissance Learning (Accelerated Reader and IXL Math), Rosetta Stone, United	Daily

	Streaming Intervention Testing Peripherals such as LCD projectors, digital cameras, video cameras, scanners, printers Smart-boards and document cameras.	
6. Implement reading and math intervention programs in school based Learning Centers for students in grades K-12, inclusive, whose reading and math Aeries Analytics assessment and/or CST scores are far below basic and below basic. Intervention testing will be given for underachieving subgroup(s) at each school site (Hispanic, English Learners, Students with Disabilities, Socioeconomically Disadvantaged).	Aeries Analytics Internet access to CST performance data EADMS/INTEL-ASSESS	Annually in the fall Progress monitoring at least 3X per year
7. Provide enhanced educational opportunities for all demographic students to include technology-based projects and access. Implementation of Common Core State Standard (CCSS) with High Qualified Teachers.	Internet access Computer labs Advanced use of current software programs (Rosetta Stone for second language instruction; Office Suite, Inspiration, etc.)	Weekly

8. By fall 2015, the HUSD Technology Advisory Committee will design and distribute an annual site academic software usage survey.	Survey Monkey/Google Survey	Annually in the spring
9. Continue to provide technology productivity and integration training to appropriate district staff as needed. See Professional Development section for further details.	Software applications (Aeries Analytics, EADMS/INTEL-ASSESS, Google Education, School Services, etc.) Production hardware (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	As needed

Goal 1: Evaluation Instrument(s) and Data

Instruments: Regularly administered curriculum assessments, trimester grade level assessments in English/Language Arts and Mathematics; annual test results in English/Language Arts and Mathematics; annual CELDT proficiency levels, bi-annual proficiency data

Data: Percentage scoring proficient or above/ numbers/percentage of students advancing proficiency levels

Instruments: Grade/subject level district and site professional development and collaboration meeting times / agenda and feedback forms / participation records and outcomes

Data: Percentage of teachers participating / grade level goals set / Site administration monitoring of collaboration agendas and strategies through weekly review and at regularly scheduled grade level Data Conferences

Instrument: Weekly classroom Walk-Throughs by site and district administration

Data: Teachers' use of standards-aligned learning objectives, instructional and intervention time, research based programs, practices, and strategies

Instrument: Annual Site Academic Software Inventory - Survey Monkey/Google Survey

Data: Curriculum-based state and district approved software and productivity software in use at each site.

Instrument: HUSD Local Control and Accountability Plan (LCAP) – Basic Service, CCSS, Parent Involvement, Pupil Achievement, School Climate and Course Access

Data: Teacher self-assessed technology and integration skills with HUSD instructional community practices

Data reviewers

Superintendent, Assistant Superintendent, Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

Section 3e - Goal 2: Student Acquisition of Technology and Information Literacy Skills

Goal 2: Student Acquisition of Technology and Information Literacy Skills

Target Group: All students including Students with Disabilities, English Learners, and GATE students

Goal 2: Specific Measurable Objective by June 2019

Objective: By June 2019, All students will be technology proficient in both citizenship and usage standards as referenced by grade level district established benchmarks thresholds.

Students will learn the technology skills during relevant curricular assignments HUSD LCAP Technology Baselines and NETs.

- *Creativity and Innovation*
- *Communication & Collaboration*
- *Research and Information Fluency – (Online information literacy)*
- *Critical Thinking, Problem Solving, and Decision-making*
- *Digital Citizenship –(includes social, ethical, copyright, and cyber safety issues)*
- *Technology Operations and Concepts*

Goal 2: Annual Benchmarks for Objective:

Year 1: minimum of **20%** by June 2015 **Year 2:** minimum of **40%** by June 2016 **Year 3:** minimum of **60%** by June 2017

Year 4: minimum of **80%** by June 2018 **Year 5:** minimum of **100%** by June 2019

Strategy	Digital Resources	Timeline/Frequency
1. During the 20014-15 school year, a focus group of teachers, library techs, administrators and technology support personnel will research student proficiency technology literacy standards and design a K-12 technology curriculum. HUSD will expand wireless and wired infrastructure BYOD hardware/software monitoring	Internet access ○ International Society for Technology in	Implementation begun by June 2015

protocols by 2016. Attention and direction will be given to the delivery of this technology skills wireless ubiquity/virtuality – and will be based by grade level accessibility, who will instruct, when with the instruction occur, where will the instruction occur? This model will be reviewed under the direction of the HULC Technology Advisory Committee.	Education ○ HUSD Domain Infrastructure ○ Other state/district website postings of models	To be completed by Fall 2016
2. Beginning in the summer/fall 2015 and annually thereafter HUSD will provide professional development opportunities to K-12 teachers on integrating the district student online-based grade level skills and standards in their curriculum. By 2016 Active Directory Policy will be aligned with HUSD's comprehensive governance standards as aligned with staff/student behavior protocols	Curriculum technology support module alignment HUSD Instructional reference Knowledgebase community access Instructional software used at each site (Accelerated Reading, Rosetta Stone, Office Suite, Mavis Beacon, IXL) HUSD Domain Infrastructure Appropriate peripherals (LCD projectors, digital cameras, video cameras, printers, and document cameras)	Summer/Fall 2015-2016 Regularly thereafter
3. All teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the ISTE student standard or offered through CTAP Region 2 or the equivalent. Additionally, HUSD	HUSD LCAP Technology Use	Annually in the fall

will conduct an annual teacher self-assessment of technology usage and skills acquisition.	District Standards Survey Monkey/Google Survey	
4. By fall 2015, students will begin systematically learning the on-line skills including technology productivity tools and information literacy, as appropriate, during curricular assignments. Emphasis will be given to school students (grades 6 thru 12).	Curriculum technology support module alignment HUSD Instructional reference Knowledgebase community access Instructional software used at each site (Accelerated Reading, Rosetta Stone, Office Suite, Mavis Beacon, IXL) Appropriate peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	Completed by Fall 2015 Weekly thereafter
5. By spring 2016, begin administering annually the standards-aligned grade span HUSD LCAP technology proficiency benchmarks assessments for grades K-12.	Survey Monkey/Google Survey	Annually in the spring

Goal 2: Evaluation Instrument(s) and Data

Instrument: Use of district-created K-12 on-line based technology curriculum; professional development on implementation

Data: Percentage achieving grade level district designed HUSD LCAP Technology benchmark and Nets student technology proficiencies attainment

Instrument: Annual technology development conferences for teachers (CUE, Google Ed. Etc.)

Data: Teachers' and students' self-assessed technology integration proficiency skills – data compared to past years

Data reviewers

Superintendent, Assistant Superintendent, Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

Sections 3f and 3g - Goal 3: Ethical Use of Technology Copyright and Internet Safety

Goal 3: Student Acquisition of Digital Citizenship Skills

Target Group: All students including Students with Disabilities, English Learners, and GATE students

Goal 3: Specific Measurable Objective by June 2019

Objective: By June 2019, 100% of students in grades K-12 will be proficient or better with grade level HUSD LCAP Digital Citizenship baselines – (social, ethical, copyright, and cyber safety issues).

Goal 3: Annual Benchmarks for Objective:

Year 1: minimum of **40%** by June 2015 **Year 2:** minimum of **50%** by June 2016 **Year 3:** minimum of **60%** by June 2017

Year 4: minimum of **80%** by June 2018 **Year 5:** minimum of **100%** by June 2019

Strategy	Digital Resources	Timeline/Frequency
1. During the 2014-15 school year, a focus group of teachers, library techs, administrators and technology support personnel will research National Educational Technology Standards (NETS) student proficiency standards and design an adapted K-12 technology curriculum. This student technology curriculum will address NETS standard # 5: Digital Citizenship/HUSD LCAP and will provide instruction on Internet and copyright ethics, safety and evaluation of content for reliability.	Internet access ○ International Society for Technology in Education ○ Other state/district website models	To be completed by June 2015 Implementation begun by Fall 2015
2. By fall 2015, the HULC Technology Advisory Committee will design and distribute an annual site academic Systems and Software Usage Survey.	Survey Monkey/Google Survey	Annually in the spring

3. The district HULC Technology Advisory Committee will conduct a revision of the acceptable use policy for students that will address internet safety, cyberbullying, and plagiarism.	Internet access to models and research sites	Commenced by Fall 2015
4. Provide teacher professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student Standard # 5: Digital Citizenship/HUSD LCAP.	Internet access HUSD LCAP approved curriculum software and/ or free Digital Citizenship internet resources Technology peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	By the 2014-2015 school year
5. Beginning in the fall 2015 and then annually thereafter, all K-12 grade students will begin systematically learning grade level NETS standard # 5: Digital Citizenship skills during regular curricular assignments.	Internet access HUSD LCAP approved curriculum software and/ or free Digital Citizenship internet resources Technology peripherals (LCD projectors, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	Commenced by Fall 2015 Weekly thereafter

Goal 3: Evaluation Instrument(s) and Data

Instrument: Self reports from the annual district Software Usage Survey

Data: Percentage of teachers and district Library Techs participating in the integration of lesson plans on ethical use of technology including copyright and plagiarism.

Instrument: Rubric for grade level student portfolios, presentations, and/or classroom work which will demonstrate technical skills and information literacy.

Data: Percentage of students meeting grade-level NET standard 5 addressing safety, plagiarism and cyber-bullying

Instrument: Annual HUSD LCAP baseline survey

Data: teachers' and students' self-assessed technology and integration skills

Data reviewers:

Superintendent, Assistant Superintendent, Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

Section 3h: HUSD Policy on Equitable Access

It is district policy to provide all students and teachers with equal access to all of the school's technology to support achievement of the academic standards in the classroom, district curricular goals, and ultimately for success in the workplace. Student subgroups will have access to the same integration activities and high standards expected of all other students, although the programs and methods for achieving the objectives may be adapted to best meet individual student needs. Students with an active Individualized Education Program (IEP) have appropriate access to technology hardware, peripherals, and software including assistive technology as deemed appropriate and defined by the IEP site team and the student's IEP goals. English Learner students have appropriate access to technology hardware, peripherals, and software needed to support their English language acquisition as well as their achievement of academic standards. All district classrooms are now wired for Internet with 100mbps high-speed access.

Section 3i - Goal 4: Efficient and Effective Student Data Collection, Analysis and Decision Making

Goal 4: Improve Student Data Collection, Analysis & Decision Making

Target Group: All district offices and school sites

Goal 4: Specific Measurable Objectives by June 2017

Objective: By June 2017, 100% of teachers and district staff will regularly use the district's full suite of data Assessment Tools and electronic testing practices to analyze and act upon student data to make data-driven decisions to meet individual student academic needs.

Goal 4: Annual Benchmarks for Objective:

Year 1: minimum of **60%** by June 2015 **Year 2:** minimum of **90%** by June 2016 **Year 3:** minimum of **100%** by June 2017

Year 4: minimum of **100%** by June 2018 **Year 5:** minimum of **100%** by June 2019

Strategy	Digital Resources	Timeline/Frequency
1. Provide the technology support infrastructure (architectural design, bandwidth, hardware, wiring, tech support, software subscriptions, peripherals, etc.) to create and sustain access and usage of the district Student Information System and supporting student achievement databases.	Aeries Analytics EADMS/INTEL-ASSESS Hardware and related peripherals	To begin SY 2014-2015 Daily

2. The district IT staff will design and maintain a district IT on-line work order management system and equipment inventory database. Establish a universal technology hardware and peripheral replacement plan.	Web Based Trouble Ticketing Tracking System Device Management System	To begin SY 2014-2015 Used daily
3. Regularly, provide systematic professional development and collaboration time for administration, teachers and appropriate staff to improve student data entry achievement assessment, data collection, analysis, reporting, and data-driven decision-making.	Aeries Analytics EADMS/INTEL-ASSESS Office Suite components (Excel, PowerPoint, Access) Device Management System Technology peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	Every Monday afternoon Districtwide Inservice Days As needed during regular school day for identified purposes (i.e., site grade level Data Conferences)

Goal 4: Evaluation Instrument(s) and Data:

Instrument: Aeries Analytics HUSD District Benchmarks and EADMS/INTEL-ASSESS

Data: Annual percentage of teachers, support staff and administrators using electronic learning assessment tools to inform instruction.

Instruments: Aeries Analytics HUSD District Benchmarks and EADMS/INTEL-ASSESS – Device Management System/Web Based Trouble Ticking Tracking System

Data: Annual percentage of teachers, support staff and administrators completing training activities

Instruments: District work order data – Device Management System, Web Based Trouble Ticketing Tracking System

Data: Type and nature of work order needs; efficiency of response time

Data reviewers:

Superintendent, Assistant Superintendent, Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

Section 3j - Goal 5: Improve Communication among Home, School, and Community

Goal 5: Improve Communication among Home, School, and Community

Target Group: Administrators, teachers, key clerical staff, parents, and community members

Goal 5: Specific Measurable Objective by June 2017

Objective: By June 2017, district technology support infrastructure will provide web-based, password protected access for district staff, parents and community partners that offers access to:

- District, school, department and teacher web-sites, phone and email for information sharing and two way communication access
- Parent/guardian access to attendance, homework assignments, grades, library/media learning resources and related instructional Internet links for parents
- Parenting training Lab sessions

Goal 5: Annual Benchmarks for Objective:

Year 1: minimum of **60%** by June 2015 **Year 2:** minimum of **80%** by June 2016 **Year 3:** minimum of **100%** by June 2017

Year 4: minimum of **100%** by June 2018 **Year 5:** minimum of **100%** by June 2019

Strategy	Digital Resources	Timeline/Frequency
1. Provide community technology support infrastructure (architectural design, bandwidth, hardware, wiring, tech support, software subscriptions, peripherals, etc.) to create and sustain access and usage of the district Student Information System, district and school web sites.	Device Management System, Web Based Trouble Ticketing Tracking System	To begin SY 2014-2015 Daily

	Aeries Parent Portal HUSD School Website Google Education Hardware and related peripherals	
2. The district IT staff will design and maintain a district IT on-line work order management system and equipment inventory database with respect BYOD. Establish a universal technology hardware and peripheral replacement plan.	Device Management System, Web Based Trouble Ticketing Tracking System	To begin SY 2014-2015 Used daily
3. Newly designed district website will be operational; training on web-page design and upload provided to identified district staff Parent/Student/Teacher read-only, password enabled home access of Aeries data.	Google Education HUSD Website Aeries Parent Portal	Existing Capability
4. Teacher classroom custom website pages set up and operational. Teacher web-pages to include class performance and achievement expectations, homework assignments, teacher/parent messaging, links to learning resources. Provide Word and Desktop publishing training to teachers and support staff on publishing professional documents for improved communication between home, school, and community.	HUSD Website Classroom pages Internet access/Messaging Teacher classroom Mini-Labs Computer labs	Completed by June 2016

	Technology peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	
5. Provide parent professional development opportunities on: a. all teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the ISTE student standard or offered through CTAP Region 2 or the equivalent b. Resume writing c. Second language acquisition with Rosetta Stone d. Orientations to newer instructional modalities (i.e., Flipping Classrooms and Blended Learning). Allow parent access to computers on school sites before/after school.	Computer labs <u>after hours</u> access HUSD Website Current software access Technology peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	Commenced by Fall 2015 Completed by June 2016
6. Establish a district wide parent/guardian and employee phone notification system to regularly contact parents and employees via telephone for announcements of district and school events, important information and emergency contact. School phone systems will be updated to voice over IP (VOIP) where teachers can be called or call out from their classrooms making during or after school communication easier	Blackboard Connect software Aeries Parent Portal/HUSD Website Telephone access via JIVE	Currently Exists

	Messaging	Summer 2015

Goal 5: Evaluation Indicator(s) and Data

Instrument: Community User training, parent password requests, and parent/teacher/student usage records.

Indicator: Annual data from the Local Tech Survey and Survey Monkey/Google Survey

Data: Percentage of teachers who self-report an increase in the use of website usage and e-mail usage to improve two-way communication with parents

Indicator: District, school, and teacher websites and communication artifacts

Data: Evidence of efforts to improve two-way communication with parents

Data: Percentage of parents trained; percentage of parents requesting passwords; percentage of parents using parent component of Aeries and district website

Data reviewers:

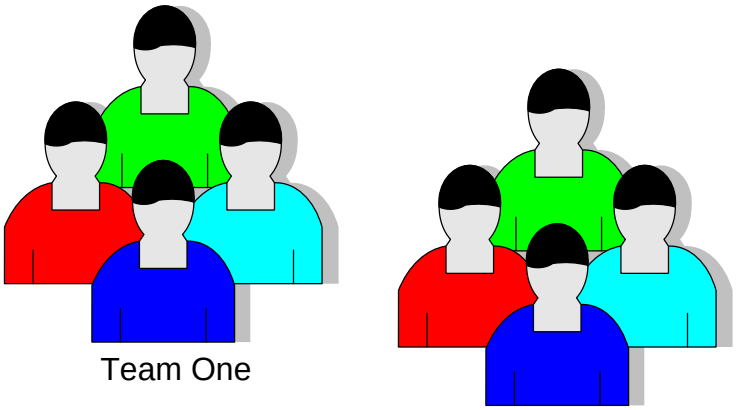
Superintendent, Assistant Superintendent, district Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

Section 3k: Ongoing Monitoring for Continuous Improvement

The HUSD Superintendent, Curriculum Specialist, Instructional Technologies Coach, Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will monitor benchmark metrics by continuously adapting our documented tools and practices with ongoing formative data reviews of technology usage, modalities and infrastructure in order to meet HUSD's Student Achievement Improvement goals. The Technology Advisory Committee will meet at a minimum once every trimester to track the development and implementation of all tech plan activities and accomplishments both statistically and graphically comparing actual student data (individual, classroom, school and district) with future API stated improvement, across-the-board increase objectives. HUSD will follow a continuous improvement model program with revisions and modifications to our Tech Plan activities, as are necessary, in order to insure that we meet or exceed our curricular, infrastructure and instructional development goals by June 2019.

4. Professional Development

The new wave of technical instruction requires a new modality and approach which often depends on “out of the box” thinking. HUSD Technology Advisory Committee analyzes and defines the operation deliverable – more importantly the explicit objectives of the instructional architecture and defines its success - upfront. Understanding the scope, dependencies, risk/reward, cost benefit and operational impact is imperative to have a successful launch with team buy-in. Failed initiatives usually fail at inception, but are not realized until delivery - wasting time, energy and dollars. Formal project management lifecycle methodology is important, but a clear embraced instructional model with clear delivery team vision, is critical.



Establishing the proper base reference for the successful architecture is really about educating organizational stakeholders in having an individual understanding of the new technology in order for them, personally, to be able to gauge success. Like art, everyone has their own concept of what the value of technology is, or is not. Success is often in the effort to coalesce individual views into a collectively embraced adaptation. Resource tasking is fundamental in leveraging both individual strengths and weaknesses as focused to professional development models that periodically reassert the District’s team and management goals.

- Technology strategies have roots in personal agendas. Models need to be clarified so that collective agendas can be visualized and embraced

- District technology planning is integrated with School/Community "Needs Assessment Committees" otherwise there is no solution credibility

- Solution credibility will foster personal involvement as to commit self-training and professional development (Administration, Teachers and Staff)

- Student achievement and advancement needs to be promulgated to garner funding and to stimulate further growth within the extended community

- A defined new technology training methodology is established so that new tool proficiency is not a long term proposition (Blended Learning, Flipping classrooms, etc.)

- The District Technology Plan will adhere to clear solution value propositions as relates to specific schools (relevancy)

- All efforts to the betterment of the District's student common curricular goals

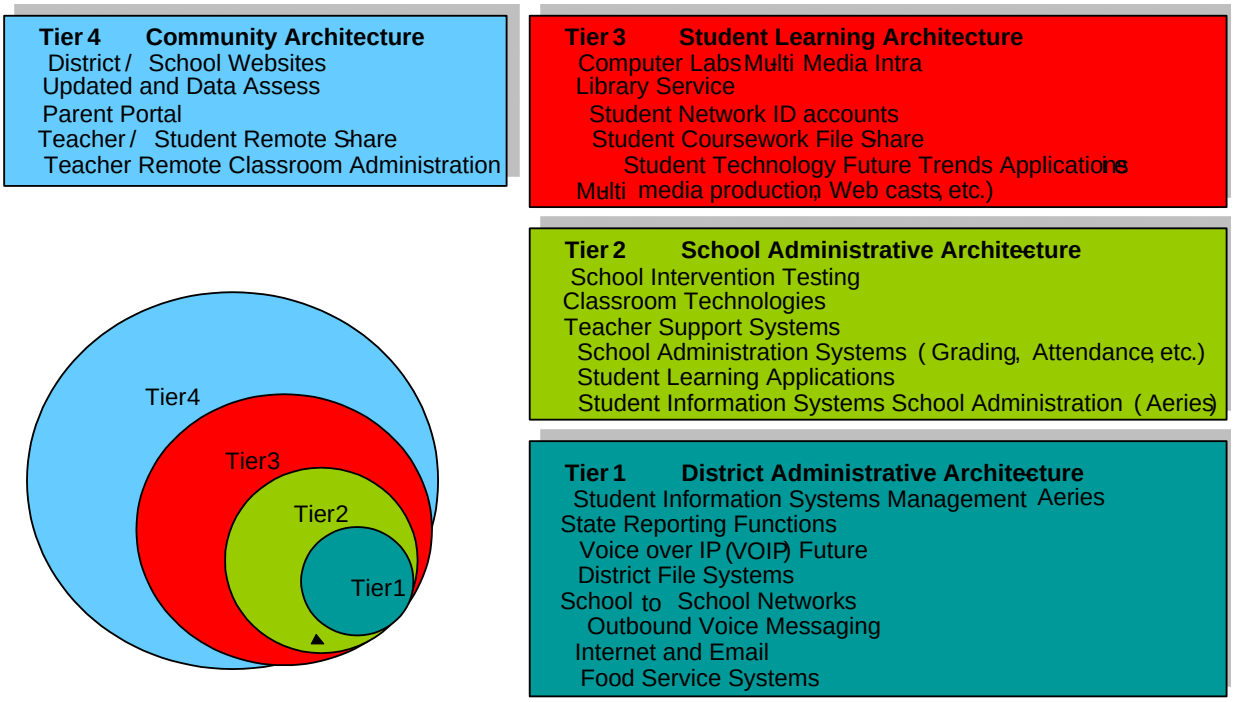
In order to better integrate the constant advance of newer technologies, HUSD has created an Instruction Technology Consultant/Coach (ITC) role by which the changing landscape of technology can be better acclimated to the curriculum and professional development goals of the District. The ITC will have all pertinent certifications applicable to HUSD technology tools and instructional modality associated with our rapidly changing implementations of teaching innovation defined within this technology plan. The role of the ITC will be to promote Flipped Learning, Blended Learning, and Web Literacy in order to implement the Common Core Standards and prepare students in a format similar to the Smarter Balanced Assessments. The ITC will:

- Provide classroom support in Instructional Technologies relevant to teaching and learning.
- Assist staff in the development of multimedia lessons and web pages using a variety of graphics software applications, techniques, and tools. (i.e: Google ED, Youtube, Blendspace, Edpuzzle)
- Determine strategies, designs and software for development of content and recommend appropriate technologies to support instructional goals and objectives.
- Develop media-based content in a rapidly changing environment, and contribute to improving instruction offered through new innovative ideas.
- Create instructional content using various graphic or web development tools. (i.e: Google sites)
- Enthusiasm and empathy for those who struggle to acquire technological learning/teaching.

- Provide District Staff Development, Site workshops in small group, and one on one coaching.

Technology professional development will be accomplished with a tiered approach based on teacher/staff individual technology training needs. HUSD will offer personal proficiency training on PC network skills: industry seminars and conferences (i.e, CUE, Aeries Conference CEPTA, etc.) including Internet skills; e-mail skills; word processing skills; presentation software skills; job specific productivity and assessment tools; and spreadsheet /database software skills. HUSD will also offer professional proficiency training on integrating; student standards in English/Language Arts and Math curriculum to include information literacy, copyright, and cyber safety; curriculum-based software; adopted textbook supplemental electronic resources; and online media resources.

- Our HULC organization is our “needs” committee for professional development and defines the overall values by which District training models will be specified – with school input
- HUSD technology training needs will be defined with focus to CCSS goals and Smarter Balanced online tests
- Technology Professional Development practices utilizes tiered boundaries so as to understand the solution baseline value proposition within the “integrated” strategy
- The classroom “front office” system should drive the architecture, not the “back office” operation
- The Professional Development goal is aligned with the engagement of the Student and the enabling of the Teacher vision
- Our Professional Development plan will focus on associated technology ethics and social media protocols as part of all technology training for students and staff



Varied training options will include small group training, online training, collaboration time, and one-on-one coaching based on specific tier category. The district will maximize the use of existing free technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment. We will also rely on the Glenn County Department of Education, CTAP Region 2 resources, and the Statewide Education Technology Services (SETS) and Ed-Tech online resources. These agencies identify CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of Common Core State Standard (CCSS) curriculum frameworks and standards. For administrators, the district will review professional development options available through the Technology Information Center for Administrative Leadership (TICAL- http://www.portical.org/) and the Technical Support for Education Technology in Schools

4a. Summary of teachers' and administrators' current technology skills and needs for professional development.

HUSD Personal Development Relevancy

Site Administrators' Survey Data

Local survey data of district school site administrator's as of 2013, indicates that most administrators are at the intermediate levels with general computing, Internet, e-mail, and word processing and at the introductory level in presentation, spreadsheet, and database skills.

Implication: Administrators need professional development opportunities in basic Personal Technology proficiencies.

District Teachers' Survey Data

Local survey data of district teachers also indicates that most teachers have generally similar levels of proficiency as administrators. The Profile also indicates the elementary school staff has a greater need for professional development.

Implication: Teachers need professional development opportunities in basic personal technology utilization proficiencies.

In addition, the following district technology training preferences came from an internal Tech Profile survey data for the district and were factored into our professional development plans.

Teacher needs and preferences regarding the type or level of technology training at their school.	From a Basic computer/ technology skills perspective	From an integrated technology into the curriculum perspective
I need opportunities to participate in educational technology staff development focused on newer online testing.	HHS: 29% HES: 35%	HHS: 71% HES: 65%

Implication: Although we will continue to offer both basic personal technology utilization proficiency and curricular proficiency integrated training, we will stress curriculum integrated with technology to meet future needs. This is where our Instructional Technology Coach/Curricular Specialist roles are applied.

Teacher needs and preferences regarding technology training format at their school.	One-on-one informal technology training.	Small group technology training.	Online web-based technology training.
The training format I prefer is:	HHS: 31% HES: 35%	HHS: 58% HES: 53%	HHS: 11% HES: 12%

Implication: We will offer small group technology training supported by online web-based resources and provide one on one technology coach site-based support, meeting all three identified needs.

Teacher needs and preferences regarding technology training availability at their school.	During the school day.	After school.	In the evening.	On the weekend.	During the summer/ off track.
I prefer technology training to be offered:	HHS: 48% HES: 53%	HHS: 37% HES: 34%	HHS: 4% HES: 4%	HHS: 4% HES: 3%	HHS: 8% HES: 6%

Implication: We will offer technology training at a variety of times, with most offerings after school during allotted professional development time. Some professional development will occur during the school day with subs and during summer workshops and conferences.

Technology Integration Skills

All teachers integrate technology into the curriculum through the use of productivity software such as the Microsoft Office Suite and electronic learning resources such as Accelerated Math, Accelerated Reader and standards-aligned electronic resources provided by textbook publishers. ELMO document projectors and LCD projectors are used by all elementary school teachers while laptops, LCD projectors, and Smart boards and/or tablet PCs are widely used at the high school level. Technology instruction is provided to teachers through scheduled in-service days where vendors or local experts provide training sessions (for example Smart Boards and Microsoft Office tools training) and technology integration is frequently shared through scheduled "lessons learned" shared discussions by teachers.

4b. 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 through 3j) of the plan.

Lab Based Instruction/Personal Development

HUSD has increased the by 100% computer lab space within our Elementary and High Schools. These labs provide both student learning and staff professional development workshops. HUSD goals will be to rigorously allocate our computer labs as learning/training centers for all technology users to innovate, refine and perfect. The following topics will be addressed (not limited to this list as new technology becomes available and district needs change).

- Responsible Citizens in the 21st Century
- Blended Learning
- Web Literacy
- Google: docs, drive, apps, sites
- Movie Maker
- Youtube,
- Blendspace,
- Edpuzzle
- Aeries Analytics
- Intel-Assess
- EADMS/INTEL-ASSESS
- Flipped Learning Framework – *Students prepare for class by watching a video, listening to podcasts, reading articles, or reflecting on questions that access their prior knowledge. Students respond to a Google form set up by the teacher on his/her*

website. The teacher then sorts through these answers prior to class, organizes them, and develops class materials and scenarios that address the various areas of confusion. The teacher does not prepare to teach material that the class already understands. In class, the teacher uses a Socratic method of teaching, where questions and problems are posed and students work together to answer the questions or solve the problems. The role of the teacher is to listen to conversations and engage with individuals and groups as needed.

Technology Lab instruction Staff/Student Development

Computer labs are utilized by teachers to implement instruction following Common Core Standards. The Labs are also used by District to implement staff development and instructional workshops. Instructors focus on teaching skills in the implementation of technology-student interaction including guiding students how to use programs such as:

- ✓ Microsoft® Word, PowerPoint, Excel
- ✓ Portable Document Files (PDF's)
- ✓ Reading AR®
- ✓ Read Naturally®
- ✓ IXL® Math and English
- ✓ Learning to Type®
- ✓ Rosetta Stone
- ✓ Media Streaming Content

Instructional skills training for students are based on methods of query, delving into using the scientific method and inquiry as well as researching such topics as literature, history and math.

Other curriculum taught in the computer labs deal with instructing students about cyberbullying, online citizenship and web literacy while working within social media communities. Efforts are to establish proper practices for instructors to maximize impact and student lab engagement.

Staff Development is also a prime focus for HUSD computer labs utilization. All of our labs and conference areas are facilitated with high-speed internet connected large flat screen monitors that have wireless extendable presentation connectivity to all peer workstations, tablets and

laptops. Professional training is not only exclusive to lab content, but how to use computer labs in an instructional venue. Example Instructor Lab Prep practice is as follows:

What is your purpose for using the lab?

- Overview of general concepts
- Overview of content
- Enable getting started and basic use
- Enable more than basic use

Check all stations functioning

Validate System Boot

Have a home base in the content.

Base reference or establish "Favorites" browser sites

Less is more- Don't try to compete with the computers. Let the computer do much of the teaching.

Avoid a follow me approach. Or Worse a Keep up with me approach.

Emphasize student data logic

Have help.

- Instructional Technologies Coach
- Other students

Don't get captured by one student having problems.

Watch the screens

Categorize your information

- Very Important for all students
- Useful for most of the students
- I need to share this
- Useful to specific individuals

For very important information, make sure you have everyone's attention.

- Hands in the air
- Backs to the computers

Role of the teacher- guide, coach or facilitator

- Experiential model – interact with the content

- Teaching two things – Content and use of computers
- Pacing of students is variable- multiple levels and speed
- Communication among students

HUSD Professional Development Model Architecture (PDMA):

1. Incorporation of education participation of staff and administrators in educational conferences (i.e., CUE and CEPTA) with focus to the needs of technologies usage and instruction (2014).
2. HUSD will allocate 8hrs per semester to qualified technology usage training above and beyond instructional training (2016).
3. Define clear technology practices whereby ALL district instructors can optimize their time and impact (proficiency standards) (2015)
4. Develop a Common Core and Smarter Balance testing practices so that consistency of instruction and methodology is articulated intelligently (2014).
5. Establish a Media library of video instruction for core technologies usage reference (2016) PDMA.
6. Use Content Management for a comprehensive "Lessons Learned" knowledgebase to reduce redundant personal development instruction (2017) PDMA.
7. Set subject matter expertise (i.e., ITC and Curricular Specialists) so that learning curves of new technologies is minimized (2015).
8. Implementation of intelligently interpreting assessment tools (Aeries Analytics, EADMS/INTEL-ASSESS, etc.,) for target demographic interventions (2015).
9. Create a central repository for all technologies utilized for student achievement goals for user community reference.
10. PDMA will utilize multi-platform/multi-device (BYOB) cloud access.

Overall Goals, Objectives and Benchmarks:

HUSD Professional Development (PD) action plans are based on a thorough requirements analysis and include clear needs-based measurable objectives that are goal-to-goal aligned to implement the Curriculum Component (Section 3) of our education technology plan.

PD Goal 1: Develop both Student and Teacher skillsets to accomplish student achievement improvement curricular goals.

District teachers will be comparably proficient with the same general grade level technology skills required of their students including technology integration skills and teacher/ admin online learning and productivity tools competency as referenced by mandated curricular evolving modalities.

PD Goal 2: Establish HUSD Standards alignment with training modules for continuous technology evolution and literacy for students, parents and teachers.

District administrators, students, parents and teachers will have the HUSD Professional Development Model Architecture (PDMA) as a resource to shorten learning curves for student achievement competent technology usage, varied device profile practices and application articulated subject matter.

PD Goal 3: Promulgation and Districtwide acknowledgement of HUSD LCAP Digital Citizenship standards and training modules for students, parents and teachers.

The establishment of a common understanding of the acceptable boundaries of technology by preventing bad behaviors through a relevant HUSD Acceptable Use Policy (AUP) in combination with adult supervisorial accountability technology oversight.

PD Goal 4: **Establish training and skillset benchmark performance for "Technology Based" on "newer" instructional tools (Flipping Classrooms, Google Education, CCSS proficiency, etc.) for all user communities.**

HUSD will make regular use of survey tools to poll the technology user community for areas of instructional development as curricular modalities evolve and new ones are added.

PD Goal 5: Develop Professional Development training services for community-wide integration of Home, School and Community student/teacher/parent services.

District administrators and teachers will be proficient use technology to improve two-way communication between home, school, and the community as a vertical program alignment to school practices.

Our coordinated education technology professional development will be accomplished with a three-tiered approach based on teachers' individual technology training needs:

1. Annually as needed, we will offer onsite or promote offsite opportunities for personal proficiency training on infrastructure skills including general computer knowledge and skills; Internet skills; Email skills; Word processing skills; Presentation software skills; job specific productivity and assessment tools; and Spreadsheet /Database software skills.

2. Annually as needed, we will offer or promote offsite professional proficiency training opportunities on integrating; CCSS student standards in math and ELA curriculum (including information literacy, copyright, and Cyber safety); curriculum-based software; adopted textbook supplemental electronic resources; and online commercial professional development resources.

3. Annually as needed, we will provide technology integration training with associated appropriate technical certifications for the Technology Director, Instructional Technology Coach, and Curriculum Specialists and other key staff to mentor staff at their school site.

The district will offer a variety of training options such as face-to-face training, online training, collaboration time, and one-on-one coaching. We will maximize the use of existing and free technology and site resources to support the goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- ✓ Annually provide technology skills and technology integration professional development opportunities provided by vendors, the county office, and commercial training as focused on student, teacher, and administrator technology proficiency data and District curricular goals.
- ✓ Bi-annual completions of the district technology survey's and professional development data analysis to track improvements and training needs.
- ✓ Identification, training, and use of guest speakers, video-conferencing and face-to-face learning opportunities and resources.
- ✓ Leveraging other district development needs in-line with our own to save training expense.

We will also rely on the district, the county office, and CTAP Region 2 resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN- http://www.clrn.org/)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of Common Core State Standard (CCSS) curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL- http://www.portical.org/) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs;

and the Technical Support for Education Technology in Schools (TechSETS-http://www.techsets.com/) - which provides technical professionals in California schools improved access to training, support and other resources.

PD Goal 1: Develop both Student and Teacher skillsets to accomplish student achievement improvement curricular goals by June 2019

Objective: By June 2019, HUSD district technology Professional Development Model Architecture (PDMA) infrastructure will provide web-based, password protected access for district staff, parents and community partners that offers access to:

- District, school, department and teacher web-sites for explicit technology instructional tools references as a foundation for student achievement development
- Parent/guardian access to attendance, homework assignments, grades, library/media learning resources and related instructional Internet links for parents/students/teachers knowledgebase and guidance
- Community, teacher, student multi-media reference online content and web training
- Google Education for coalesced vertical parent/teacher/student integrated student achievement program initiatives
- Training and Knowledgebase for CCSS Smarter Balance programs

PD Goal 1: Annual Benchmarks for Objective:

Year 1: minimum of **20%** by June 2015 **Year 2:** minimum of **40%** by June 2016 **Year 3:** minimum of **60%** by June 2017

Year 4: minimum of **80%** by June 2018 **Year 5:** minimum of **100%** by June 2019

Strategy	**Digital Resources**	**Timeline/Frequency**
1. Provide community technology support infrastructure (architectural design, bandwidth, hardware, wiring, tech support, software subscriptions, peripherals, etc.) to create and sustain access and usage of the district HUSD Website reference content, Parent student information access, training Computer Lab modules and Content management reference shares.	Device Management System, Web Based Trouble Ticketing Tracking System HUSD Infrastructure	To begin SY 20014-2019 Daily

	Aeries Parent Portal HUSD School Website Google Education Hardware and related peripherals	
2. HUSD will establish a ubiquitous wireless (BYOD) infrastructure access in conjunction with skillset development training video streams. Establish a universal technology training schedule plan with a clearly defined knowledgebase.	Device Management System, Web Based Trouble Ticketing Tracking System Content Management System ((CMS)to be determined) HUSD Computer Labs Learning Management System ((LMS)to be determined)	To begin SY 2014-2019 Used daily
3. CCSS/HUSD LCAP District Benchmarks will establish baselines for intervention testing based on EADMS/INTEL-ASSESSdemographic data. Device agnostic connectivity will reference instructional “Best Practices” related to intervention student achievement programs accessible to user communities.	Google Education HUSD Website	To begin SY 2014-2019 Used daily

	EADMS/INTEL-ASSESS CDE Website Aeries Parent Portal Content Management System ((CMS)to be determined) HUSD Computer Labs Learning Management System ((LMS)to be determined)	
4. HUSD will establish conditional training sessions over a wide range of mediums to periodically reinforce status architecture, technology usage, technology knowledgebase, FAQs and instructional videos. Content will be focused on user community support of CSS/HUSD LCAP directives for student achievement improvement goals.	HUSD Website Classroom pages Internet access/Messaging Teacher classroom Mini-Labs Computer labs Technology peripherals (Flat Screen TVs, digital cameras,	To begin SY 2014-2019 Used daily

	video cameras, printers, scanners, Smart-boards and document cameras)	
5. Provide teacher skillset professional development opportunities on: • all teachers will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the ISTE student standard or offered through CTAP Region 2 or the equivalent instruction • CCSS Smarter Balance procedures training • Second language acquisition with Rosetta Stone • Orientations to newer instructional modalities (i.e., Flipping Classrooms and Blended Learning)	Computer labs HUSD Website Current software access Technology peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	Commencing on Fall 2015

PD Goal 1: Evaluation Indicator(s) and Data

Indicator: Proficiencies and adoption of new HUSD LCAP intervention testing Best Practices

Data: Percentage of teachers who self-report an increase in the usage of HUSD LCAP benchmark intervention testing process efficiency

Indicator: Student Achievement

Data: CCSS/HUSD LCAP Benchmark skillset training and knowledgebase utilization

Data: Percentage of parents trained; percentage of parents requesting passwords; percentage of parents using parent component of Aeries and district website

Instrument: Parent/Student/Teacher training, HUSD Professional Development modules approach.

Data reviewers:

Superintendent, Assistant Superintendent, district Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

PD Goal 2: Establish HUSD Standards alignment with training modules for continuous technology evolution and literacy for students, parents and teachers by June 2019

Objective: By June 2019, HUSD standards completion for Training, Knowledgebase, Webinars, Content Management Systems (CMS) and Learning Management System (LMS) services offering encompassing all aspects of innovative instructional modalities required for user mandated systems Professional Development.

HUSD's Professional Development Model Architecture (PDMA) will provide:

- *Reference Knowledgebase on curricular best practices*
- *Communication repository for community users of HUSD infrastructure*
- *Research and Information Fluency – (information literacy, FAQ and syntax reference)*
- *Curricular Programs "Lessons Learned", Problem Solving, and Practical logic examples*
- *Digital Citizenship Mandates –(includes social, ethical, copyright, and cyber safety issues)*
- *Technology Operations and Concepts*

PD Goal 2: Annual Benchmarks for Objective: **Year 1:** minimum of **20%** by June 2015 **Year 2:** minimum of **40%** by June 2016 **Year 3:** minimum of **60%** by June 2017 **Year 4:** minimum of **80%** by June 2018 **Year 5:** minimum of **100%** by June 2019		
Strategy	**Digital Resources**	**Timeline/Frequency**
1. During the 20015-16 school year, a focus group of teachers, library techs, administrators and technology support personnel will research student proficiency technology literacy standards to design and model K-12 technology HUSD Professional Development Model Architecture (PDMA). This architectural model will be reviewed under the direction of the HULC Technology Advisory Committee to provide skillset proficiency services to support the user community evolution to new curricular modalities.	Internet access ○ International Society for Technology in Education ○ HUSD Domain Infrastructure ○ Other state/district website postings of models ○ HUSD Technology Departmental Support Standards	Implementation begun by June 2016 To be completed by Fall 2019
2. Beginning in the summer/fall 2015 and annually thereafter HUSD will provide professional development survey feedback from K-12 teachers/parents/students on defining the district online-based technology learning skillset standards and modules as referenced by curriculum aligned modalities. By 2016 Active Directory Policy will be aligned with HUSD's comprehensive governance standards as aligned with staff/student security and access protocols with respect to the "wider community" user profile.	Curriculum technology support module alignment with PDMA HUSD Instructional reference Knowledgebase community access	Summer/Fall 2015-2019 Regularly thereafter

	Survey Monkey/Google Survey Computer Lab after hours access HUSD Domain Infrastructure Appropriate peripherals (LCD projectors, digital cameras, video cameras, printers, and document cameras)	
3. By fall 2015, students will begin systematically learning the on-line skills including technology productivity tools and information tools literacy, as appropriate, as prep to curricular assignments. Emphasis will be given to school students (grades 6 thru 12) in meeting technology usage standards. Teachers will have specific level instruction to meet standards and guidelines.	Curriculum technology support module alignment with PDMA HUSD Instructional reference Knowledgebase community access Appropriate peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and	Completed by Fall 2015 Weekly thereafter

	document cameras)	

PD Goal 2: Evaluation Instrument(s) and Data

Instrument: Use of district-created K-12 on-line based technology curriculum; professional development and knowledgebase

Data: Acceptable use proficiency on HUSD curricular systems feedback

Instrument: Annual technology development industry conferences for teachers (CUE, CEPTA. Etc.) Educational innovations peer reviews

Data: Teachers' and students' self-assessed technology integration proficiency skills – data compared to past years

Data reviewers

Superintendent, Assistant Superintendent, Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

PD Goal 3: Promulgation and Districtwide acknowledgement of HUSD LCAP Digital Citizenship standards and training modules for students, parents and teachers by June 2016

Objective: By June 2019, 100% of students in grades K-12 will be proficient or better with grade level HUSD LCAP Digital Citizenship baselines – (social, ethical, copyright, and cyber safety issues).

PD Goal 3: Annual Benchmarks for Objective:

Year 1: minimum of **60%** by June 2015	**Year 2:** minimum of **80%** by June 2016	**Year 3:** minimum of **100%** by June 2017
Year 4: minimum of **100%** by June 2018	**Year 5:** minimum of **100%** by June 2019	

Strategy	**Digital Resources**	**Timeline/Frequency**
1. During the 2015-16 school year, a focus group of teachers, library techs, administrators and technology support personnel will research National Educational Technology Standards (NETS) student proficiency standards and design an adapted K-12 technology curriculum. This student technology curriculum will address NETS standard # 5: Digital Citizenship/HUSD LCAP and will provide instruction on Internet and copyright ethics, safety and evaluation of content for reliability.	HUSD Acceptable Use Policy Contract (AUP) National Educational Technology Standards (NETS) International Society for Technology in Education Other state/district website models	To be completed by June 2016 Implementation begun by Fall 2017
2. The district HULC Technology Advisory Committee will conduct a revision of the acceptable use policy for students that will address internet safety, cyberbullying, and plagiarism.	HUSD Acceptable Use Policy Contract (AUP)	Commenced by Fall 2015
3. Provide teacher professional development training webinars and seminars on the Ethical Use of Technology and Internet Safety for students aligned to the NETS student Standard # 5: Digital Citizenship/HUSD LCAP.	Online industry standards HUSD LCAP approved curriculum software and/ or free Digital Citizenship internet resources Technology peripherals (Flat Screen TVs, digital cameras, video cameras, printers,	By the 2016-2017 school year

	scanners, Smart-boards and document cameras)	

PD Goal 3: Evaluation Instrument(s) and Data

Instrument: HUSD Acceptable Use Policies and Technologies Citizenship standards

Data: Percentage of teachers and district Library Techs participating in the integration of lesson plans on ethical use of technology including copyright and plagiarism.

Instrument: Rubric for grade level student portfolios, presentations, and/or classroom work which will demonstrate technical skills and information behavioral guidelines.

Data: Percentage of students meeting grade-level NET standard 5 addressing safety, plagiarism and cyber-bullying

Instrument: Annual HUSD LCAP District baseline surveys

Data: teachers' and students' self-assessed technology adoption to digital citizenship

Data reviewers:

Superintendent, Assistant Superintendent, Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

PD Goal 4: Establish training and skillset benchmark performance for "Technology Based" on "newer" instructional tools (Flipping Classrooms, Google Education, CCSS proficiency, etc.) for all user communities by June 2017

Objective: By June 2019, 100% of teachers and district staff will regularly use HUSD K-12 technology Professional Development Model Architecture (PDMA).

PD Goal 4: Annual Benchmarks for Objective:

Year 1: minimum of **40%** by June 2015 **Year 2:** minimum of **60%** by June 2016 **Year 3:** minimum of **80%** by June 2017

Year 4: minimum of **90%** by June 2018 **Year 5:** minimum of **100%** by June 2019

Strategy	Digital Resources	Timeline/Frequency
1. Definition, Implementation and Application of the HUSD K-12 technology Professional Development Model Architecture (PDMA) as aligned with curricular student achievement improvement goals. Community embraced practices in relying on PDMA to keep relevancy aligned with evolving instructional technology solutions.	Aeries Analytics EADMS/INTEL-ASSESS HUSD PDMA Hardware and related peripherals	To begin SY 2014-2019 Daily
2. The district IT staff will design and maintain a district IT on-line work order management system and equipment inventory database to support PDMA. Establish a universal technology hardware and peripheral replacement plan aligned with HUSD PDMA to maintain relevancy.	Web Based Trouble Ticketing Tracking System Device Management System	To begin SY 2014-2019 Used daily

3. Regularly, provide systematic professional development and collaboration time for administration, teachers and appropriate staff to improve student data entry achievement assessment, data collection, analysis, reporting, and data-driven decision-making.	New Technologies Implementation agendas EADMS/INTEL-ASSESS Office Suite components (Excel, PowerPoint, Access) Device Management System Technology peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	Every Monday afternoon Districtwide Inservice Days As needed during regular school day for identified purposes (i.e., site grade level Data Conferences)

PD Goal 4: Evaluation Instrument(s) and Data:

Instrument: Aeries Analytics HUSD District Benchmarks and EADMS/INTEL-ASSESS as support by PDMA

Data: Annual percentage of teachers, support staff and administrators using PDMA electronic learning instruction.

Instruments: Aeries Analytics HUSD District Benchmarks and EADMS/INTEL-ASSESS – Device Management System/Web Based Trouble Ticking Tracking System

Data: Annual percentage of teachers, support staff and administrators completing training activities

Instruments: District work order data – Device Management System, Web Based Trouble Ticketing Tracking System, PDMA access

Data: Type and nature of work order needs; efficiency of response time and shortening learning curves

Data reviewers:

Superintendent, Assistant Superintendent, Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

PD Goal 5: Develop Professional Development training services for community-wide integration of Home, School and Community student/teacher/parent services by June 2019

Objective: By June 2017, district technology support infrastructure will provide web-based, password protected access for district staff, parents and community partners that offers access to:

- Community and teacher web-sites, messaging and on-site Lab sessions for information sharing and communication access for wide range of instruction
- Parent/guardian access to curricular student achievement improvement methodologies
- Parenting after hours training

PD Goal 5: Annual Benchmarks for Objective:

Year 1: minimum of **40%** by June 2015 **Year 2:** minimum of **60%** by June 2016 **Year 3:** minimum of **80%** by June 2017

Year 4: minimum of **90%** by June 2018 **Year 5:** minimum of **100%** by June 2019

Strategy	Digital Resources	Timeline/Frequency

1. Provide community technology support infrastructure as a cloud service over a wide range of online device access. Extend HUSD PDMA support to parent/student/teacher communities.	Device Management System, Web Based Trouble Ticketing Tracking System Aeries Parent Portal HUSD PDMA and Device Management System HUSD School Website Google Education Hardware and related peripherals	To begin SY 2015-2019 Daily
2. Classroom custom website pages set up and operational to engage parents as a participant. Teacher web-pages to include class performance and achievement expectations, homework assignments, teacher/parent messaging, links to PDMA resources. Provide Word and Desktop publishing training to teachers and support staff on publishing professional documents for improved communication between home, school, and community. Adult literacy and second language computer lab after hours access.	HUSD Website Classroom pages HUSD PDMA and Device Management System Internet access/Messaging Teacher classroom Mini-Labs Computer labs	Completed by June 2019

	Technology peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	
3. Provide parent professional development opportunities on: a. Community users will be offered professional development opportunities on the Ethical Use of Technology and Internet Safety for students aligned to the ISTE student standard or offered through CTAP Region 2 or the equivalent b. Resume writing c. Second language acquisition with Rosetta Stone d. Orientations to newer instructional modalities (i.e., Flipping Classrooms and Blended Learning). Allow parent access to computers on school sites before/after school.	Computer labs <u>after hours</u> access HUSD Website Current software access Technology peripherals (Flat Screen TVs, digital cameras, video cameras, printers, scanners, Smart-boards and document cameras)	Commenced by Fall 2015 Completed by June 2019

PD Goal 5: Evaluation Indicator(s) and Data

Instrument: Community User training, parent password requests, and parent/teacher/student usage records.

Indicator: Annual data from the Local Tech Surveys and Survey Monkey/Google Survey

Data: Survey Monkey/Google Survey feedback improve two-way communication with parents

Indicator: District, school, and teacher websites and communication efficiency

Data: Evidence of efforts to improve two-way communication with parents

Data: Increase in community/parent engagement

Data reviewers:

Superintendent, Assistant Superintendent, Technology Director, Technology Advisory Committee, District Leadership Team and site administrators will analyze beginning of school year results annually between August and October and report to Governing Board and stakeholders annually in November.

4c: Ongoing Monitoring for Continuous Improvement

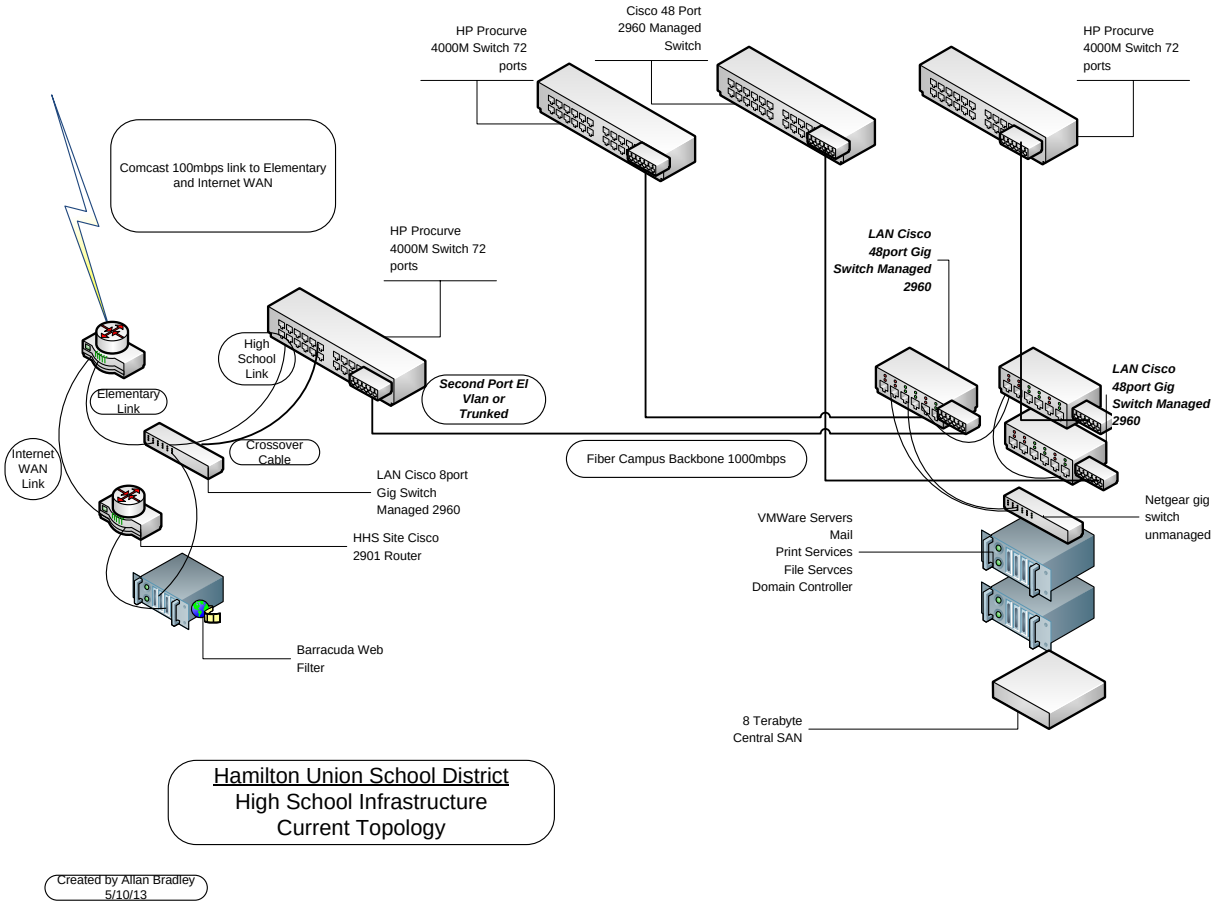
The HUSD Superintendent, Curriculum Specialist, Technology Director, Instructional Technologies Coach, Technology Advisory Committee, District Leadership Team and site administrators will conduct ongoing formative data reviews of technology usage, needs and infrastructure. The Technology Advisory Committee will meet at a minimum once every trimester to track the development and implementation of all tech plan activities and accomplishments. Following a Continuous Improvement model, revisions and modifications to our Tech Plan activities will be made as needed in order to insure that we meet or exceed our curricular, infrastructure and professional development goals by June 2019.

5. Infrastructure, Hardware, Technical Support, and Software

5a. 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 of the plan.

Current Hamilton Unified School District (HUSD) technology architecture has improved dramatically over the past five (5) years since unification of both the Elementary and High Schools districts. HUSD's technical architecture has expanded from a WAN infrastructure support which consisted of dual T1's at each disparate school site to a shared Comcast supported backbone 100Mbps WAN connection connecting all HUSD district school campuses. Effective student station bandwidth utilization is on average running at 20-40Mbps download per station supporting a total of 120 Student LAB workstations (a 100% Student PC increase in the last 12months) with a total of 311 staff, student and teacher combined PCs district-wide.

Various physical discrete standalone servers running Microsoft Server 2003 have been consolidated and virtualized supported by VMWare VSphere 5 on two (2) Dual Quad Core processor Dell R710 servers running multiple Microsoft Server 2008r2 sessions supporting Active Directory/DNS network services, MS Exchange, Print and File services and various departmental support applications (i.e., Food Services, SIS, etc.). Campus building-to-building backbones have been fiber optic upgraded with associated network infrastructure components with an increase in bandwidth by 10 fold – from 100Mbps to 1000Mbps. All district file storage is centralized and supported by an 8 Terabyte redundant hybrid SSD SAN.



HUSD consists of (1) High School (1) Elementary schools, one (1) Continuation school and two (2) Alternative schools. Each school is at a discrete physical location within the district. The district and school sites connect via Comcast fiber backbone running in a point-to-point configuration to HUSD/Hamilton High as this is the local node for our K-12 WAN access point of presence (POP). Each school has similar topology connectivity. Campus configurations consist of point of presence (POP) MDF switch connecting to building intermediary distribution frames (IDFs) via a fiber optic campus backbone. IDF Switches are typically HP Hewlett Packard ProCurve 10/100 or Cisco 2950 Ethernet 48 port units with Gbic fiber interfaces running at 1Gbyte speeds (switch-to-switch). Wireless access points are available in school administrative areas to assist in facilitating roaming school-to-school personnel (i.e., Counseling, Special Ed, District Administration, etc.) at the High School and Elementary School.

ALL HUSD Desktop PCs have been upgraded to run a standard desktop consisting support for Smarter Balance student online testing curriculum. Where possible, stations are upgraded to Windows 7 from XP with student stations give the priority of hardware performance and OS support software. Efforts have been expanded to create multimedia classrooms connecting dedicated student lab classroom stations. HUSD current technology environment is focused to a new and "redirected from past philosophies" - ***next generation*** infrastructure as being deployed. The evolving infrastructure embodies core values and elements from ongoing infrastructure administrators, teachers and technical personnel through HUSD's HULC meeting input. District effort to maintain HUSD's current in-flux systems operation, while successfully implementing a new capable and autonomous architecture, is significant

EXISTING NETWORK HARDWARE

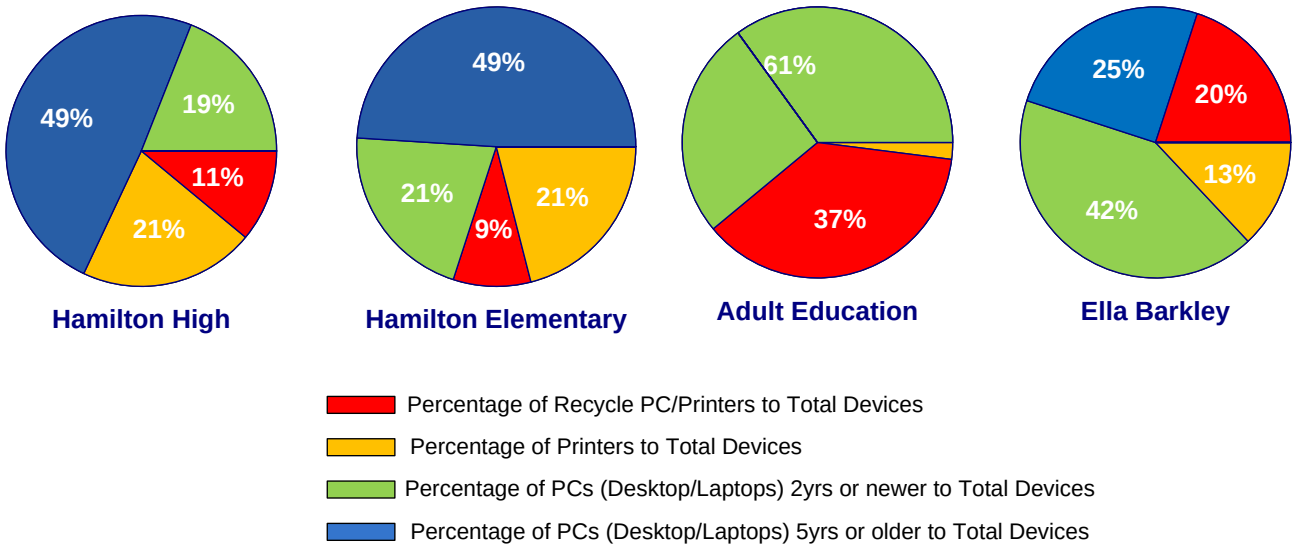
District Office	**Hamilton High**	**Hamilton Elem.**	**Ella Barkley**	**Com. Day**
Cisco 2900XL Barracuda Web Filter 410 Cisco Router 2960	HP ProCurve 4000M/Qty 3 ProCurve 2810 48prt/Qty 3	Cisco 2950/Qty 5 HP ProCurve 400M Cisco Cat 3550 Cisco Router 2901	Cisco 2960XL	Cisco ASA 5505 VPN Edition Security appliance

Desktop computers are PCs running a mix of Microsoft XP and Windows 7 operating systems. All user sign-on accounts are deployed under Active Directory and are profile non-roaming. All user PCs (other than administrative) run Deep Freeze software to maintain system stability given unforeseen corruption. Deep Freeze establishes a "locked" user PC in time by freezing the device's File Allocation Tables (FAT) catalogs. This tool provides baseline recovery service against security attacks and malicious threats at the desktop level. HUSD's intention is to

augment Deep Freeze with expanded MS Active Directory Group Policy security definitions for all student and lab environments based on HUSD global governance policies.

The predominance of desktop computers at each school site is a PC based platform. There is a slow influx of portable tablets relegated as lower grade student input devices dispersed at various classroom locations around the Elementary and High School campuses. There is still a significant amount of older desktop machines that are in production at all school sites. Efforts are ongoing to upgrade memory and to retire outdated equipment as replenishment conditions allow. The predominance of PCs at the school sites are still four (4) to six (6) year old Dell PCs. A recent deployment of "newer" Quad Core PCs replaced aging administrative and some computer lab PCs at each school site. *Generally, with teacher PCs being an exception, HUSD's school sites run just below (50%) fifty percent old performing computers that will need replacing (see below) in the next (1) year.*

HUSD Old to New Desktop PC Relative Deployment



All district and school administration staff PC systems have upgraded to "newer" desktop systems (Quad Intel processors). Where applicable, marginal to old PC systems are recycled back into use as library or student lab systems. Malfunctioning units that are off warranty establish stock component parts inventory to repair other "older" systems.

Both the High School and Elementary maintains student computer labs, which consists of approximately sixty (60) dedicated PCs for instructional student access. On the whole, PC systems and presentation capabilities in computer labs is relatively recent technology. Time in these lab facilities is also at a premium. Expansion of "Lab Learning Center" technology into the classroom will be a necessary future component of this technology plan.

Current software programs are on standardized PC image builds as created by HUSD Technical Services. Basic user station programs consist of Microsoft Office (MS) Professional Suite (2010 Word, Excel, PowerPoint, etc.) for all teachers, administrative and student lab PCs. Generally, Office programs seem sufficient for current user administrative needs. Email services are via our virtualized Exchange server where email account access is by MS Outlook client or a webmail interface.

Aeries (Access version) was the supported SIS database service within the district until recently. Aeries Access had limitations on having multiple disparate school databases with a nightly consolidation download update which caused extra administration workload and deteriorated "real-time" school data accuracy. Access Aeries has now been successfully migrated to the newest ASP version Aeries.Net, which has increased data accuracy and performance. ABI (Aeries Browser Interface) has also been migrated to Aeries Parent/Student Portal as a result and is currently the utility for general access of parent/student grading community data.

Current Curriculum Software

Our schools frequently procure curriculum support software by preference and immediate need, which tends promote solution inconsistency school-to-school. Consequently, diverse program functionality deployed at various school sites compound curriculum technical maintainability and increase costs. Current efforts focus on optimizing the district to core standards packaged service delivery solutions while schools retain autonomy to select necessary instructional tools. District core solution consistency is critical in determining logical and physical operations support while defining significant architectural strategic focus (i.e., Web based (ASP) program solution vs. in-house platform solution). Proper balance and qualification between web-based, in-house server, thin client and/or stand-alone program

support is essential to HUSD's price/performance overall technology value proposition and, ultimately, its viability in our five (5) year technology plan future.

- Renaissance Place – Elementary School
- Aeries Attendance – All schools
- Aeries Parent Portal – All schools
- Aeries Gradebook –All schools
- Aeries – Student Information System – all schools/district office
- Rosetta Stone – English Learning intervention – all schools
- Follett– Online Library Catalog (older client version) – all schools
- Aeries Analytic – Testing and Assessment – web based – all schools/district office
- Nutrikids – Food Services POS and database – all schools/district office
- Web Content – Elementary Social Sciences – to be deployed – some schools
- Edline – Web sites – all schools/district office
- School Services – School Site Plans and SARCs – all schools
- Blackboard Connect (Edline) – Outbound Dialers – all schools/district office
- QSS – Fiscal software – district office

Existing Technical Support:

HUSD has taken leadership to technical resources other than contracted personnel from the Glenn County Technical Services within the last two years. Until that time, contracting technical support was still through a Glenn County Technical Services full time assistance plan. Consequently, the district's technical support departmental resources and the ability to have an autonomous HUSD based strategic technical agenda, was limited. Current improvements (with the help of current district leadership) to HUSD Technical Services have resulted in one full time and one part time personnel. Technical services problem resolution combined with HUSD operations growth "native" technology agendas have significantly increased the District's technical abilities and instructional resources.

HUSD Technical Services entity is still in the throes of creating itself as the Districts support department. The challenge is that a "home-grown" service support organization along with the creation of new district architecture and strategic educational vision can have a profound impact to the past district cultures. The result, so far, has been very positive. Teachers from all schools are finally involved in defining their technological future. Moreover, current district

leadership understands the importance of technology in education and imparts the passion to realize progressive and challenging ideals. HUSD Technical Services provides the medium by which our teachers, students and administrators have a say in their technological destiny.

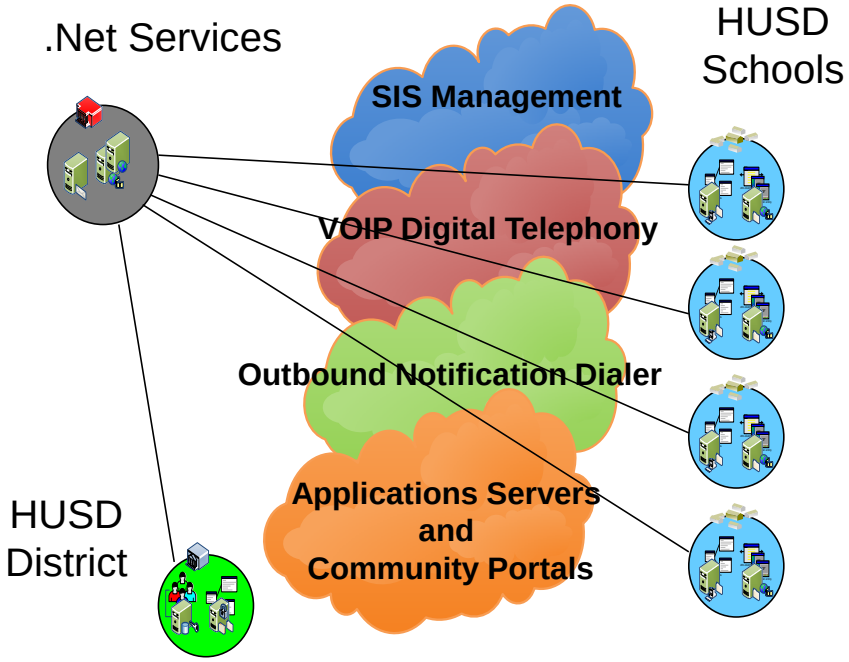
5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Proposed Architecture

The diverse elements of an educational operating environment is often a compilation of discrete logical user need , legacy system architecture combined with a myriad of classroom applications that merge into disparate IT physical support paradigm. These logical-to-physical paradigms can result in exacerbated IT operational complexity and increase school program delivery frustration. The cause is that many student learning “applications-sets” should be supported primarily by a strategic baseline given a “best practices” approach, but are often engineered by individual default “classroom” retro-fit necessity. Consequently, by defining infrastructure and strategically aligning student proficiency baselines as an integral part the overall instructional technology systems not only establishes a clear reference to classroom and support operations integration, but also coherently reinforces the schools continuous essential goal of overall student/teacher proficiency.

Up to now HUSD technical engineering is establishing a “balancing act” between custom approaches vs. coherent vendor “off the shelf” product alignment. HUSD current infrastructure performance position is currently very good, particularly given the support of our current Superintendent to problem solving the District’s needs with a focus towards innovation. The school district has grown, acquired new technical ability, developed new services applications and still continues to improve its fundamental operations technological performance. By all accounts current HUSD administration and instructional staff awareness has exceeded in technology preparation for the new impending *Common Core* online requirements. It is to the

District's administration credit that we are a successful academic operation and will continue to be so in the future. At an initial glance, it is apparent the nothing needs to be "fixed" but possibly, success expanded–as student instructional technology and Web-based online tools aggregation evolves.



Hamilton Unified District (HUSD) offers a unique perspective on technical educational services to support our school district technical configuration as exists today. This perspective views the entire educational enterprise as a dynamic and adaptable cost efficient distribution service infrastructure - a *knowledge transfer infrastructure* on which teacher and students will base academic proficiency and growth. The sole purpose of this "knowledge transfer infrastructure" is to provide a simple, efficient and robust set of resources for the exchange of information from instructor to student and administration to staff. These fundamental system relationships determine the technological cost/performance bottom line, an area in which HUSD's technical services staffing, solution technology and budgeting are constantly under pressure as affected by changing technology, instructional and economic climates.

The goals of HUSD five (5) year Technology Plan for Technical Services are five (5) fold:

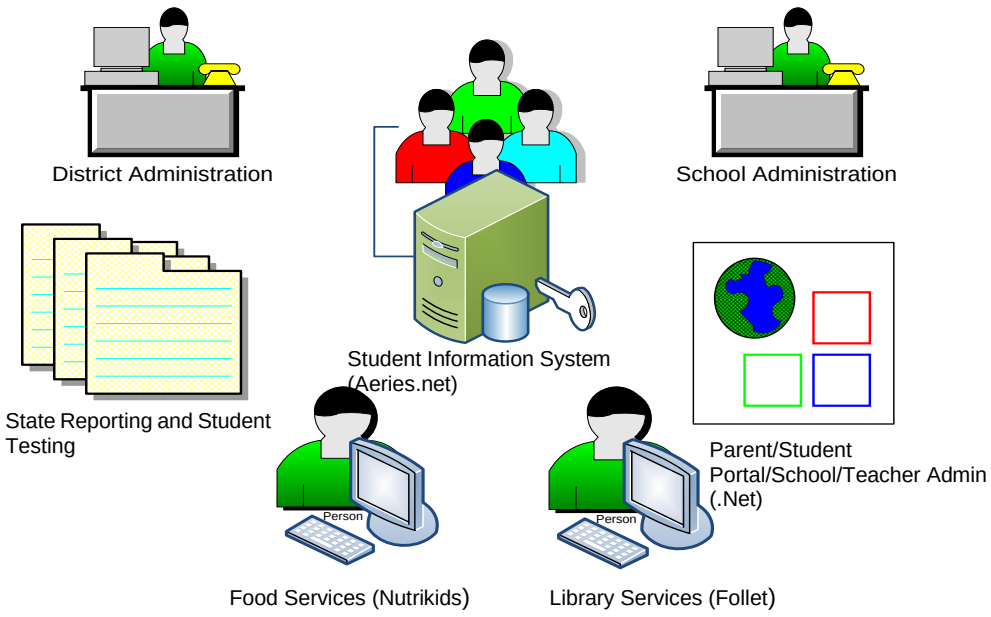
1. ***Upgrades*** to current technical environment in order to stave off additional expense from outdated and unproductive institutional processes

2. ***Replacement*** technology to increase efficiency, instructional focus, data accuracy and to ease administration time management
3. ***Forward engineering*** as a basis for long term operational expansion, student proficiency, growth and to increase HUSD community value
4. ***Technology Policy and Governance*** as to assure student/user safety and to minimize endemic transition chaos lack of controls
5. ***Security and User/Data Protection*** as to minimize technology data corruption and intrusion

Another enhanced view that HUSD takes on behalf of our schools is a very strong emphasis on technology team engagement on areas that are critical to the success of our schools. Since so many aspects of the school environment are reliant on hardware/software components and instructional applications as applied to student learning, it is imperative that constant and thorough reviews include consensus with all of the HUSD Technology Advisory Committee Team members, the school classroom and district curriculum objectives. HUSD Technical Services, as part of this "teamwork" approach, focuses on all of school required project engineering and technical requirements where we provide "peer-to-peer" reviews, consultations, work out suitable compromises, and in many ways turn what is often an onerous task of coordination of new technology into a "no surprises" solution for school site operations.

Core Infrastructure HUSD Upgrades and Replacement

The effort to engineer and implement a new HUSD architecture and infrastructure will be significant. Our approach is in design/build focus to *forward engineering* facility design modeling. This means that new solution, adds, moves and changes, can be made within the services infrastructure over time without enterprise trauma to our current school operational standards and facilitation conventions. It is our opinion that defining these forward engineering issues "up-front" saves tremendous time and effort in understanding and incorporating support operation participant communications. HUSD Technical Services puts a strong emphasis on creating school specific infrastructure models based on our regular HUSD Technology Advisory Committee team findings so that new technical agendas and solution approaches are responsive to defined needs. The results are a predictable services support infrastructure based on proactive values rather than reactive engineering.



HUSD Technical Services will define a baseline in which to address voice, data and video communications functional requirements. These attributes establish areas for analysis in determining proper system allocation of network infrastructure technologies along with their possible interrelation cost efficiencies to the facility architecture. We will establish a thorough

process to identify optimum infrastructure distribution based on primary educational value and secondary ease of use facility characteristics. This approach is a blueprint for the logical usage requirements of the various facilities and will be design basis to establish physical component services standards used within the support environment.

With the help of our HUSD Technology Advisory Committee team, HUSD Technical Services approach is to correlate proper data requirements with proper infrastructure rationale. With communications technology ostensibly redefining itself every six months, an adaptable and modular approach to data communications is required regardless of technology selection processes. BYOD, VOIP, video streaming, imaging, virtual testing, etc., are all examples of new layers upon layers of communications networking that will continue expand within our school facility architecture in the coming years.

HUSD Technical Services will review with our schools the complete solutions and systems procedures prior to any transition in the operational environment. This will include a thorough understanding of school operation, systems initiation and support procedures, back-up processes, hardware and security practices. A total installation services solution tailored to fit school needs will requires a high level competency by technical services in hardware/software installations, support operations and installation completion quality assurance.

In implementing our five (5) year technology plan, HUSD Technical Services will:

Understand the detailed upgrade operations plan with milestones and responsibilities

- ✓ Create system architecture contingency plans and identify potential problems to avoid unnecessary delays
- ✓ Install and configure hardware and software components and test verification for all target user systems
- ✓ Provide a clear understanding of the District's operational support practices to resolve complex problems
- ✓ Professional interface with school personnel in order relay a high level of confidence.
- ✓ The school systems environment can be a highly unpredictable. It is with wary attention that all HUSD Technical Services upgrade and new installation projects relay an in-depth understanding of our security and policy standards.

Upgrades, Replacement and New Engineering

HUSD's technology plan driving force for change in the next five (5) years will be to support and enhance our curriculum capabilities. Until recently, educational technologies in HUSD have been frustrating to use. But with the advent of newer performance capabilities the embrace of technology in the classroom within our district has finally begun to take root. The advent of intervention software, assessment, media presentation and personalized learning programs have aided increased student proficiencies. While no technology can replace the supreme value of a good teacher, the great teacher uses technology to increase the operating impact in the classroom as a "successful learning environment".

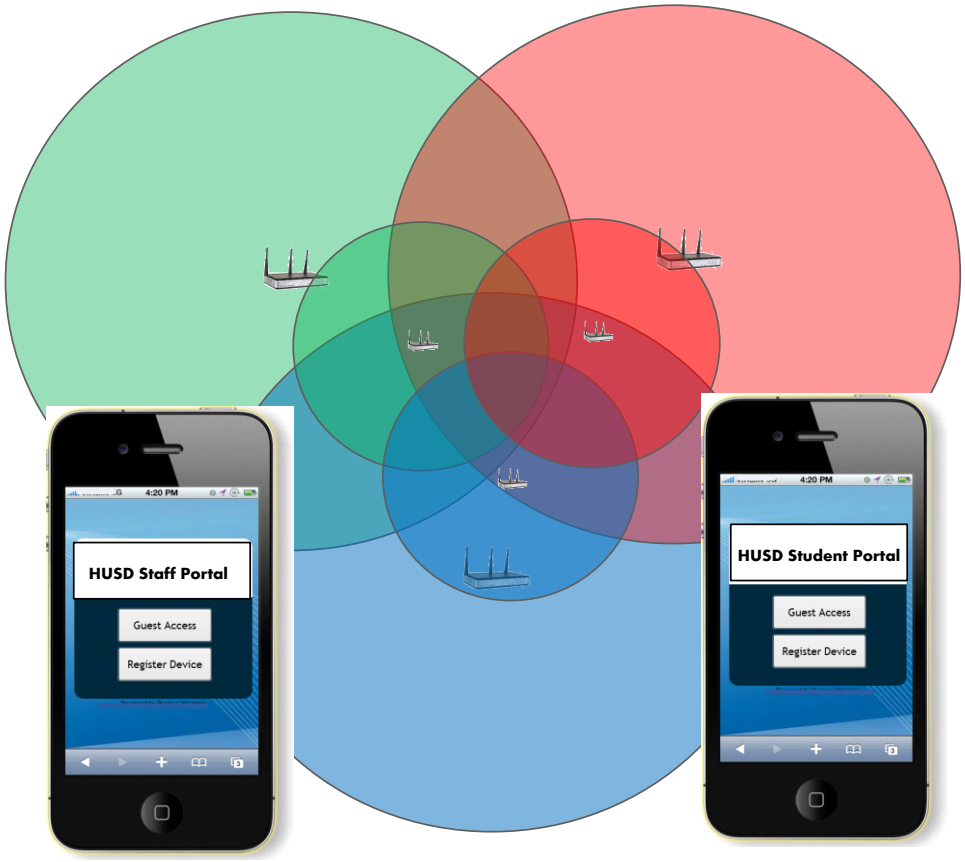
Critical Services Transitions Plan Goals

INFRASTRUCTURE

- ***Floating Labs - Forward Engineering – Chromebooks, tablets, etc on wheels***
- ***Email Archive Appliance – Forward Engineering – Installation Pending***
- ***QSS Upgrade – District Accounting System***
- ***VOIP Telephony – Replace current telephony system with VOIP at all school sites***
- ***Teacher Desktop - Replacement – Old Dells***
- ***Campus Network Switch Upgrades – all Campuses***
- ***District WIFI – Replacement – Upgrade all campuses in the District with channelized (802.11ac) Wifi to establish both Student and Staff BYOD (Bring your own devices)***
- ***Disaster Planning – Redundancy upgrade***
- ***Classroom Multi-Media Modernization Upgrades – Support and expand curriculum with "Mini Labs" classroom and administrative applications with web-based services deployment***
- ***HUSD Content Management and Library Services – Upgrade***
- ***Apple Mac Design Center Photo Lab (HHS-RM9)***
- ***Campus Security Video Surveillance Upgrade***
- ***VMware Server Upgrade - Upgrade virtual servers to increase local storage capacity for application, media and student archives***

APPLICATIONS SERVICES

- ***Aeries.Net Parent Portal – Upgrade completed***
- ***Web Services Classroom Page Upgrade – Implement new web site hosting services for classroom pages (Edline)***
- ***Google Apps – Forward Engineering***
- ***Aeries Analytics – Upgrade***
- ***EADMS Student Assessment***
- ***Quicken Upgrade***
- ***OS Upgrade XP to Windows 7***
- ***Upgrade of Virus Protection applications – Replacement***
- ***HUSD Work Order System – Forward Engineering - Establish HUSD Tech Services facilitation and online work order systems***
- ***HUSD Cloud Service Virtual Space (Google Drive) – Forward Engineering***
- ***HUSD Sports Web Broadcasting – Forward Engineering***
- ***Online Intervention Virtual Testing – Upgrade***
- ***HUSD Library Services (Follet) – Upgrade***
- ***HUSD Campus Network Broadcasting (Student/Staff) – Forward Engineering***
- ***EADMS Student Assessments***
- ***HUSD Professional Development Model Architecture (PDMA) – Forward Engineering - Establish a coherent online instructional resource district-wide for students, teachers, parents and administrative new technologies enablement***
- ***Media Services Software***
- ***Device Management System, Web Based Trouble Ticketing Tracking System***
- ***Content Management System (CMS) – To be determined***
- ***Learning Management System (LMS) – To be determined***



Therefore, a key technology emphasis for the next five (5) years will to establish a "native" systems architecture and network infrastructure to support an advanced, progressive, relevant and broad curriculum offering. HUSD Technical Services fully understands that the success of a new architecture relies on a mutual level understanding by both schools and the district in assessing appropriate support, operations and services requirements. Moreover, the district's role will be to define the core technical operation resource capability for our schools educational services as relayed via an intelligent project approach, well defined execution plan and implementation management process working in conjunction with teachers, staff and student needs.

Technical Support Needs

HUSD Technical Services proposes a five (5) year technology plan to establish our local technical support organization, curriculum enhancement and to define our particular back office/front office "successful learning environments." The HUSD Technology Plan will set a new standard in progressive technology and a new culture in optimal use of that technology by teachers,

students and staff. The technology plan would not only look at particular web-based software vs. in-house platform cost/performance variables, but the proper design, phasing and integration of services technologies with a strong focus on significant cost savings to schools. This plan covers both current and proposed technology support elements consisting of the following:

- ✓ Infrastructure designs (both logical and physical aspects and support economies of scale)
- ✓ School specific standards and convention for components, media, hubs, routers, servers, systems and backup components
- ✓ Basic operation specifications for classroom standard of operation and support guidelines
- ✓ Guidelines for architectural component, software and interactive configuration standards, security as well as distributed bandwidth performance requirements
- ✓ Required personnel support and training structure and skill sets (as may be referenced by vendor technologies)
- ✓ Determine per school level of vertical and horizontal costs. Establish leverage financing hardware/services amortization
- ✓ Establish technology phasing and transitions guideline
- ✓ Establish a basic transition network architecture model
- ✓ Overview implementation procedures and team organization
- ✓ Increase school technology cost/performance ratios and network response times

Under the guidance of the HUSD Technical Services and Tech Advisory Committee, to accomplish our five (5) year Technology Plan, the district will identify resource and operations plan referencing the following areas:

- **Problem Resolution Management** - Coordinating the various school site schedules for implementation services activities, resources along with installation components, and required technical skill sets
- **Site Management** - Assuring all school programs and student activities are managed prior to any upgrades
- **Hardware/software installations** - Establishing proper software installation tools, hardware and software components and backup plans along with technical support documentation
- **System Verification** – To assure school system functionality to new specifications including any adherence to new operation automation practices
- **On-Site Support Services** – Establish training systems on-site users on new software enhancements - proper customer interfacing by the Technical Services Teams with PDMA initiatives.

- **Clear Security Practices** - Assure user understanding of the do's and don'ts of the school security environment
- **Documentation Practices and Procedures** - Implementation checklists, schedules and installation guides all clearly detailed.
- **Cost Allocations -** Definition of appropriate cost optimization for resources and technology distribution
- **Integration Management** - Optimization of component/services/delivery systems architectures

5c. 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 as identified in Section 5b.

Technology Plan Elements

Element in Yellow are Core

Technology Objective #	Technology Objective Description	Process Step Information	Prerequisites	Stakeholders
HUSD New Infrastructure Plan				
1	Floating Labs – Chromebooks, tablets, etc	Align with Curricular Objective	Selection of Tablets/Netbooks	All Schools
2	VOIP Telephony – Replace current PBX	E-rate Approved Vendor	Need to understand all VOIP portal services offerings with critical functionality	All Schools, District
3	District WIFI – Replacement – BYOD	E-rate Approved Vendor	Set Security, Management and Filter Controls 802.11ac standards	All Schools, District

Technology Objective #	Technology Objective Description	Process Step Information	Prerequisites	Stakeholders
4	Teacher Desktop Replacement	Align with Curricular Objective	Validate switch integration and compatibility	All Schools with 5Yr old + Systems
5	Campus Network Switch Upgrades – both Campuses	VOIP POE Switches compatible and E-rate applicable	Transition planning with current architecture	All Schools and District
6	Disaster Planning – Redundancy upgrade	Cost benefit and school resumption aspects	Risk Scenarios Analysis	All Schools and District
7	Classroom Multi-Media Modernization Upgrades	Align with Curricular Objective	Network, environmental and security logistics	All Schools
8	HUSD Content Management and Library Services	Align with Curricular Objective	Training for administrators	District and Schools

Technology Objective #	Technology Objective Description	Process Step Information	Prerequisites	Stakeholders
9	Apple Mac Design Center Photo Lab (HHS-RM9)	Align with Curricular Objective	Network upgrade and facility ready	High School Specific Program
10	Campus Security Video Surveillance Upgrade	Software and Online Monitoring functionality	Network (fiber), security and environmental	District
11	VMware Server Upgrade	Return on investment	Cost and Upgrade status	District
Application Services				
12	Aeries.Net Parent Portal – Upgrade completed	Currently implemented	Cost and phone status	District and Schools
13	Web Services Classroom Page Upgrade – Edline	District Website implemented/ Classroom pending	Training for administrators	District and Schools

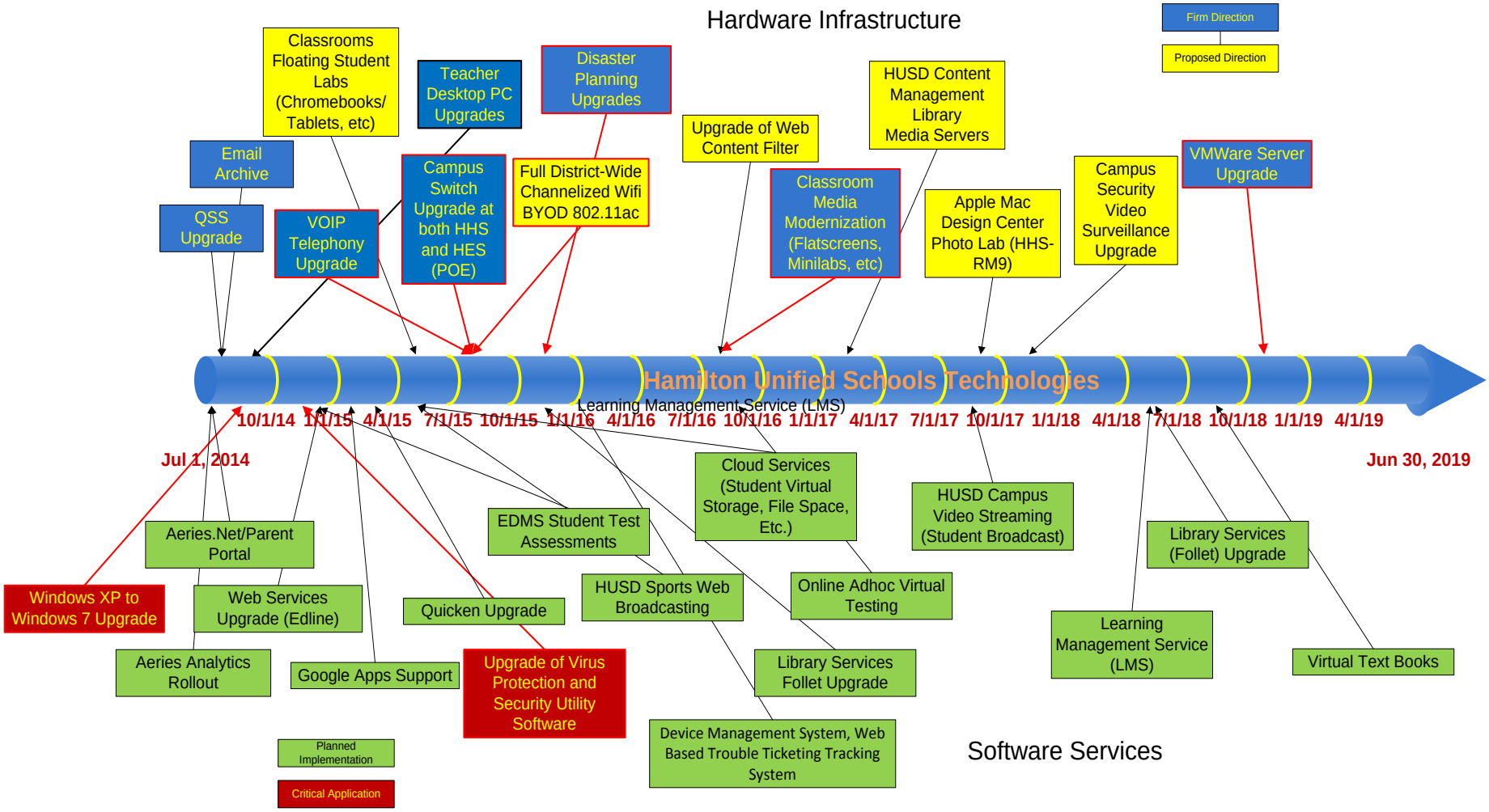
Technology Objective #	Technology Objective Description	Process Step Information	Prerequisites	Stakeholders
14	Google Apps – Forward Engineering	Align with Curricular Objective HUSD Domain	Staff/Student Training rollout	District and Schools
15	Aeries Analytics – Upgrade	Currently Implemented	Training and usage skills	All Schools
16	EADMS Student Assessment	Align with Curricular Objective	Training and usage skills	District and Schools
17	Quicken Upgrade	Transition for older version	Server system support	District
18	OS Upgrade XP to Windows 7	Summer Project with proper hardware in place	Resource and timing for conversion effort	District and Schools

Technology Objective #	Technology Objective Description	Process Step Information	Prerequisites	Stakeholders
19	Upgrade of Virus Protection applications	Provides a broad range of server/desktop security	Subscription cost	Technical Committee
20	Device Management System, Web Based Trouble Ticketing Tracking System	Utilize for all departments	Cost and Web capability	District
21	HUSD Cloud Service Virtual Space (Google Drive)	Transition to HUSD Domain Cloud accounts	Training and usage skills	All Schools
22	HUSD Sports Web Broadcasting	Level of sophistication on Web Broadcasts	Training and usage skills Vendor support	District Administration and Teachers

Technology Objective #	Technology Objective Description	Process Step Information	Prerequisites	Stakeholders
23	Online Intervention Virtual Testing	Availability of Lab Systems and Align with Curricular Objective	Upgrade of Assessment Tools	District Administration and Teachers
24	HUSD Library Services (Follet)	Upgrade to online version	Reoccurring Costs	Technical Library All Schools
25	HUSD Campus Network Broadcasting (Student/Staff) – Forward Engineering	Program Definition and Administration	Cost and Benefit Analysis	Teacher Committee and School Administration
26	EADMS/INTEL-ASSESSStudent Assessments	Align with Curricular Objective	Training and usage skills	District and Schools
27	Learning Management Systems (LMS)	Align with Curricular Objective	Tech facility network and environment availability	District and Schools including extended parent community

Technology Objective #	Technology Objective Description	Process Step Information	Prerequisites	Stakeholders
28	Media Services Software	Student/Staff Production Value	Network bandwidth and performance	District and Schools including extended parent community

5c: Action Items, Deliverables and Timeline



5d: Benchmark Monitoring and Evaluation Process

The Technology Director and school site administrators will track the accomplishment of district technology infrastructure benchmarks and the implementation of necessary action steps and inventories. Modifications to our district activities will occur as needed in order to insure that we meet or exceed the annual benchmarks. The district Director of Technology, district administrators, school site administrators, and curriculum specialists will analyze progress annually in August/September and report to district stakeholders as referenced by the HUSD LCAP to include the School Board, in the fall.

6. Funding and Budget

6a. List of established and potential funding sources.

HUSD receives varied federal, state, and local sources of funding. These include state categorical funds, lottery funds, E-rate discounts, CALNET discounts, Title 1, Title II, Title III, MAA, Grant Funds and State Common Core Technology funds. Schools may also receive donations from community members and businesses. Parent-Teacher school group's conduct annual fundraising for school priority needs to include instructional technology purchases and updates.

Funding predictability however, given the in-flux economic conditions in California and the nation makes budget projections with reliable funding sources a challenging exercise. Therefore, our established and potential funding sources to implement our technology plan may be modified during the next five years.

After the need to expend time, energy and resources on the transition of technology infrastructure systems as a self-supported school district, the continued need for up-to-date student and teacher computers (five years old or newer) and for site classroom modernization are the biggest technology budget challenges on the horizon. School Site Councils often choose to use site budgets to pay for additional educational software, additional computers and accompanying peripherals as budgets allow and priorities dictate.

While the budget charts that follow project realistic total costs of implementing our district-wide technology plan, actual amounts the district office will expend in each year of our Tech Plan will be contingent on fiscal realities as well as district and school learning priorities. During the spring/summer of each school year for the duration of our Tech Plan, our technology team and our administrative team will review, revise, and update this Tech Plan to align our annual technology budget realities with our technology implementation deliverables timeline (page 103).

6b. Estimate annual implementation costs for the term of the plan.

Item Description	Year 1	Year 2	Year 3	Year 4	Year 5	Collective Funding Sources Including:
Infrastructure	58,332.02	68,332.02	82,709.00	99,238.00	118,250.00	E-Rate
Software Upgrade	25,000.00	27,500.00	27,500.00	27,500.00	27,500.00	General Fund
Professional Development	41,666.00	47,916.00	55,104.00	63,369.00	72,875.00	Title 1 Title 2
Hardware	125,000.00	143,750.00	165,312.00	190,109.00	218,625.00	Title 3 EIA
Totals:	249,998.02	$287,498.02	$330,625.00	$380,216.00	$437,250.00	

6c. Describe the district's replacement policy for obsolete equipment.

The district's replacement policy for obsolete equipment is to replace all computers that are more than four years old, but ultimately, replacement is dependent on annual fiscal realities as well as district priorities each academic school year. Where applicable, marginal to old PC systems are recycled back into use as library or student lab systems. Malfunctioning units that are off warranty establish stock component parts inventory to repair other "older" systems. De-commissioned systems that are no longer able to run current instructional technologies are

recycled by a certified hazard disposal company. All de-commissioned/recycled technology assets are tracked by the HUSD Inventory spreadsheet.

6d. Describe the process that will be used to monitor Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

Regular and thorough budget reviews will be made through our HULC and Technology Advisory Committee quarterly on technology allocations. The categorical budget allocations are again based on our prime technology objectives as related to efficient expenditure:

1. ***Upgrades*** to current technical environment in order to stave off additional expense from outdated and unproductive institutional processes
2. ***Replacement*** technology to increase efficiency, instructional focus, data accuracy and to ease administration time management
3. ***Forward engineering*** as a basis for long term operational expansion, student proficiency, growth and to increase HUSD community value
4. ***Technology Policy and Governance*** as to assure student/user safety and to minimize endemic transition chaos lack of controls
5. ***Security and User/Data Protection*** as to minimize technology data corruption and intrusion

7. Monitoring and Evaluation

7a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.

The plans overall progress and impact on teaching and learning will be evaluated bi-annually at each school site then district wide by the Tech Committee and HULC. Rigorous survey data will be garnered to make our technology plan continuously viable and relevant.

7b. Schedule for evaluating the effect of plan implementation.

Annually

- Smarter Balanced Student assessment (state testing)
- HUSD's Professional Development Model Architecture (PDMA) Survey's

Biannually

- Stakeholders meeting to review the course of the plan and make recommendations to the cabinet.
- Teacher Technology Proficiency survey to LCAP Benchmarks
- Teacher PDMA survey
- Student Technology Proficiency survey to LCAP Benchmarks
- Parent PDMA survey

Quarterly

- Technology Committee meets to review data and activities outlined in the plan to evaluate the effect of the plan implementation
- Student achievement progress reports (data from assessments outlined in the plan)
- Teacher collaboration meetings to discuss tech integration with the CCSS
- Staff review of technology best practices and new technology integration

Monthly

- Review of Student Achievement improvement goals to LCAP Benchmarks
- Intervention Testing schedules

- Review Parent/Teacher Communications

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

Bi-annual tech surveys will be given and implementation of technology across the district will be validated. The effectiveness of the plan, along with the results of the survey, will be reviewed by the Tech Advisory Committee at their fall meeting via HULC. At this point areas of concern will be addressed by the technology committee and changes will be made to the plan and/or support will be deployed to areas in need.

Person(s) Responsible	Process	Monitoring	Evaluation
District Technology Director, Curriculum Specialist, Instructional Technology Coach and Technology Advisory Committee	Provide overall Tech Plan management and coordination	Ongoing	Annually
District Technology Director, Curriculum Specialist, Instructional Technology Coach and Technology Advisory Committee	1. Coordinate ongoing tech committee and stakeholder involvement. 2. Coordinate, manage, and evaluate technology budget, acquisitions, installation, and maintenance 3. Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Ongoing Ongoing Ongoing	Ongoing Annually by June Annually by June
	1. Communicating Tech Plan implementation update to stakeholders including the district School Board.	Ongoing	Annually by June

District Superintendent and Technology Director	2. Communicating annual Tech Plan evaluation results to stakeholders including the district School Board. Parents and the community will receive annual reports via the district web site, newsletters, and press releases. 3. Bi-Annual Technology Surveys		Bi-Annually in October and in May
District Technology Director, Curriculum Specialist, Instructional Technology Coach and Technology Advisory Committee	1. Manage, coordinate, implement, monitor, and evaluate curriculum-based technology integration staff development. 2. Manage, coordinate, implement, monitor, and evaluate staff development focused on teaching students skills 3. Collect and analyze staff development data on technology proficiencies through the annual completion of the Tech Assessment Survey. 4. Collect and analyze data regarding students' Common Core skills and students' academic achievement	Annually April / May Ongoing Spring Ongoing	Annually by June Annually by August Annually by June Annually by June

8. Collaborative Strategies with Adult Literacy Providers

HUSD is a K-12 school district. HUSD does provide a formalized adult literacy education program. District leadership works closely with community partners to offer, publicize and house various adult literacy opportunities. Our community partners include Glenn County Department of Education, Butte Community College and local Job Training Centers.

The HUSD schools provide regular adult technology literacy opportunities for parents through afternoon and evening English as a Second Language and parenting classes. Individual school site councils and parent groups establish these priorities. School English Learner Advisory Councils also offer suggestions and feedback for adult literacy and technology access priorities.

Currently, parents and older siblings use school computer labs for Rosetta Stone language learning (English) and Internet access. This Technology Plan is inclusive of additional parent technology education opportunities such as Internet safety, EL learning, Citizenship skills, résumé writing and web-based access to homework, instructional resources, grades and teacher communication.

9. Effective, Researched-Based Methods and Strategies

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

Educational research reinforces that technology is not going away and that implementation of Common Core and Smarter Balance testing make integration of instructional technology a mandate. Students are using it in all aspects of their lives and will continue do so; therefore we must as an educational institution must incorporate current and relevant technology continuously into our classrooms to prepare our students for life success.

Effective growth for our technology requires new dimensional instruction modality and evolutionary methodologies by which new innovative technological capabilities are seamlessly and continuously integrated to our daily teaching practices. Most importantly, outmoded cultural mentalities must adapt to a new view on information transfer from teacher-to-student and administrator-to-staff reasserting the vision goal of this plan:

To establish and sustain an advanced, inclusive technological infrastructure that will define a "knowledge transfer" medium that engages the student and enables the teacher.

From this goal, HUSD has worked diligently to provide opportunities for all learners to succeed and grow in digital literacy as referenced by "*Transforming American Education: Learning Powered by Technology" U.S. Department of Education: Office of Educational Technology, 2010. http://www.ed.gov/technology/netp-2010*.

The ultimate goal for HUSD is for teachers to use technology is to grasp, real-time, student assessment data to adapt instruction, target learning and to engage the student's personal receptors for new information. An example approach reference documents is reflected in *"New Learning Models Vision" Allison Powell,(iNacol, October 2013).*

Advances in learning sciences and related scientific fields have illuminated the connections between factual knowledge, procedural knowledge, and motivational engagement, and that technology has expanded the capacity for learning in measurable ways. As a result, HUSD is committed to foster environments that exploit the value of technology in enhancing learning and improving academic achievement. *"How People Learn: Brain, Mind, Experience, and School" National Research Council, National Academy Press, Washington DC (2000).*

There is an increasing demand for “instant gratification” of information access at anytime from anywhere. Given the rural nature of our community, HUSD has made long-term commitments for wireless – device agnostic cloud based data services. When parents/teachers/students have ubiquitous access to new information on demand, learning becomes a natural extension to curiosity whenever the notion occurs. Student - centered learning, whether it is a K-12 student, or teacher as learning leader, is the hallmark of all digital learning experiences. *"Anytime, Anywhere Student-Centered Learning for Schools and Teachers" www.studentsatthecenter.org (Jobs for the Future, 2013).*

HUSD is designing a professional development set of services with our Professional Development Model Architecture (PDMA) that will integrate a wide disparity of knowledgebase and research data that is articulated to our community demographical needs. The evolution of the teacher-student relationship of the past does give way to the “informational guide” or “consultant” role of a teacher to foster rather than the traditional futile attempts to ingrain student learning curiosity and interest. Learning curiosity is derived from a student’s personal driven motives - *"Designs for Learning: An introduction to high quality professional development for teachers". California Department of Education, www.cde/ca.gov/pd/pdf/designsintro.pdf*

9b. 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.

HUSD efforts to incorporate technology to all classrooms and across all curriculums will be based on evolutionary relevancy of proven and applied instructional innovations, over time. Transferring to Common Core instruction technology will help teachers incorporate the multi-dimensional and cross curricular lessons that are necessary to address the mandate of Common Core and associated preparedness. Proper instruction has become a multi-threaded approach vs. the individual granular approach in that both vertical and horizontal social dynamics apply to student achievement performance. This means that parent/student/teacher communications are essential to an embedded technical education approach. Distance-learning will take place through Flipping classrooms and online connectivity through smart phones and other devices along by increasing student and community access to campus based BYOD portals involving all key principals in a student learning environment. HUSD has implemented a high-speed multi-media streaming network infrastructure combined with modernized conference rooms, library student centers, and computer labs to reinforce this approach within facilities. " *Short Circuited: The Challenges Facing the Online Learning Revolution, Susan Patrick 2011 and Blended Learning: A Wise Giver's Guide to Supporting Tech-assisted Teaching Laura Vanderkam, (iNacol April 2013)*

A variety of instructional strategies and technologies will be used to assist teachers and students in acquiring information and technology literacy skills and all content areas. Current research will be incorporated as appropriate to ensure that the education technology program at HUSD is consistent with current scientifically based research regarding technology, teaching and learning. All online coursework will be CLRN and SBE approved and evaluated for its ability to target instructional activities based on students' needs. *Keeping Pace with K-12 Online Learning: An Annual Review of Policy and Practice. Evergreen Education Group, 2012.*

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:

- 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)	12	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.	14	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.	19	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.	22	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.	25	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.	30	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.
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.	35	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.	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.

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	39	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.	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.
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.	39	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	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.

h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	42	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.	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.
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.	43	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.	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.
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.	46	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.	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.

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.	50	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.
4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	55	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.	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.

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.	57	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.	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.
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.	80	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.
5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

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.	81	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.	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.
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.	87	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.	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.

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.	96	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.	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.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	104	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.
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.	105	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.	106	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.	106	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.	107	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.	108	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.	108	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.	109	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.)	110	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.	112	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.	113	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: 11 - 76562

School Code (Direct-funded charters only): _____

LEA Name: Hamilton Unified

*Salutation: Mr.

*First Name: Allan

*Last Name: Bradley

*Job Title: Director of Technology

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*City: Hamilton City

*Zip Code: 95951-0488

*Telephone: 530-826-3261

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*E-mail: abradley@hamiltonusd.org

Please provide backup contact information.

1st Backup Name: Charles Tracy, Superintendent

E-mail: ctracy@hamiltonusd.org

* Required information in the ETPRS