



VALLEJO CITY
UNIFIED SCHOOL DISTRICT

TECHNOLOGY PLAN

2024-2027

Executive Summary

The current Vallejo City Unified School District Technology Plan is a comprehensive strategy designed to integrate technology seamlessly into the learning environment, enhancing educational outcomes and preparing students for the challenges of the 21st century. Recognizing the transformative potential of technology in education, this plan focuses on infrastructure development, professional development for educators, digital curriculum integration, data privacy, assessment and analytics, parent and community engagement, accessibility, inclusivity, and sustainability.

The Vallejo City Unified School District Technology Plan aims to create a dynamic and future-ready learning environment that empowers students, equips educators, and engages parents and the community. By embracing technology in education, we are laying the foundation for a generation of learners who are proficient in digital skills, critical thinkers, problem solvers, and lifelong learners, prepared for success in an increasingly technology-driven world.

Vision and Mission

Vision Statement: Empowering learners, enabling futures: transforming education through technology excellence.

Mission Statement: At Vallejo City Unified School District, our mission is to cultivate a dynamic learning environment where every student thrives and achieves their full potential. Guided by innovation and a commitment to excellence, we embark on a transformative journey from 2024 to 2027, leveraging cutting-edge technology to enhance education and prepare students for a rapidly evolving future. Strategic Plan Pillar 1 - Equitable Opportunities, Equitable Outcomes

Core Values:

- 1. Student-Centric Approach:** We prioritize the needs and aspirations of our students, ensuring that technology integration aligns with their diverse learning styles and individual goals. Strategic Plan Pillar 3 - Vibrant Culture of Teaching and Learning
- 2. Equity and Inclusion:** We are dedicated to fostering an inclusive and equitable learning environment, bridging the digital divide, and providing all students equal access to technology resources. Strategic Plan Pillar 1 - Equitable Opportunities, Equitable Outcomes
- 3. Innovative Pedagogy:** Embracing forward-thinking teaching methods, we encourage educators to explore innovative pedagogical approaches that leverage technology to engage students and promote critical thinking skills. Strategic Plan Pillar 3 - Vibrant Culture of Teaching and Learning
- 4. Collaborative Community:** We recognize the importance of collaboration among educators, students, parents, and the broader community. Together, we create a supportive ecosystem

that nurtures the holistic development of each learner. Strategic Plan Pillar 4 - Community Centered-Education

5. **Data-Driven Decision Making:** Harnessing the power of data, we make informed decisions to enhance learning outcomes, improve instructional strategies, and optimize the overall educational experience. Doing so will align with the Portrait of a VCUSD Graduate.

Technology Plan Goals (2024-2027):

1. **Infrastructure Enhancement:** Upgrade and expand the district's technological infrastructure to create an inclusive and robust digital learning environment. Ensure seamless connectivity and reliable access to digital resources for all stakeholders, with a focus on accessibility and inclusivity for students with diverse learning needs.
2. **Professional Learning:** Advance digital education through comprehensive professional learning for educators, staff and the Technology and Information Services team, enabling effective integration of technology into the curriculum while concurrently promoting digital literacy skills among students to navigate the digital landscape responsibly and critically evaluate information.
3. **Innovative Learning Spaces:** Design and implement flexible learning spaces that leverage technology to create dynamic, collaborative, and interactive environments that inspire creativity and curiosity.
4. **Parent and Community Engagement:** Facilitate meaningful engagement with parents and the community, keeping them informed about the district's technology initiatives and involving them as partners in the educational journey.
5. **Cybersecurity and Privacy:** Prioritize cybersecurity measures to safeguard sensitive data and ensure the privacy and security of all users within the district's digital ecosystem.

Through our collective commitment to these goals and values, we aim to create a future-ready educational experience that prepares students to thrive in an increasingly interconnected and technology-driven world.

Contributors

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Digital Citizenship Statement:

Vallejo City Unified School District is committed to fostering responsible, ethical, and safe technology use among our students, staff, and community members. As we embrace the opportunities presented by digital technologies, we recognize the importance of promoting digital citizenship principles to empower individuals to navigate the digital world with integrity and respect.

Our digital citizenship initiative encompasses the following core principles:

1. **Digital Literacy:** We strive to equip our students with the knowledge and skills necessary to critically evaluate information, use digital tools effectively, and navigate online platforms responsibly.
2. **Respectful Behavior:** We promote the values of kindness, empathy, and respect in all digital interactions. We expect all members of our school community to engage online with civility and consideration for others, fostering a positive and inclusive digital environment.
3. **Online Safety and Security:** Ensuring the safety and security of our students and staff in digital spaces is paramount. We provide education and resources to help individuals protect their personal information, recognize online threats, and respond appropriately to cyberbullying, harassment, or other online risks.
4. **Digital Rights and Responsibilities:** We uphold the rights of individuals to privacy, freedom of expression, and access to information in the digital realm. At the same time, we emphasize the importance of using technology responsibly and ethically, respecting copyright laws, and adhering to acceptable use policies.
5. **Critical Thinking and Media Literacy:** In an era of abundant information, we emphasize the importance of critical thinking and media literacy skills. Our goal is to empower students to discern between credible sources and misinformation, question biases, and make informed decisions in their online interactions.
6. **Positive Digital Footprint:** We encourage students to cultivate a positive digital footprint by showcasing their talents and achievements thoughtfully and responsibly. We emphasize the long-term implications of online actions and the importance of maintaining a digital presence that reflects their values and aspirations.

7. **Community Engagement and Collaboration:** Digital citizenship extends beyond individual behavior to encompass collective responsibility for creating a safe and inclusive online community. We encourage collaboration and active participation in digital citizenship initiatives, both within our schools and in partnership with parents, guardians, and community organizations.

By integrating these principles into our educational programs, policies, and partnerships, Vallejo City Unified School District aims to empower individuals to harness the transformative potential of digital technologies while promoting ethical, responsible, and respectful digital citizenship practices. Together, we can build a safer, more inclusive, and more equitable digital future for all.

Current Technology Assessment (Spring 2024):

This section identifies current technology for students and staff. Serves as a baseline for future policy and decision-making.

District Office:

- Windows

School Sites:

- Staff: Windows
- TK-K: 2-to-1; tablets in spring 2024
- Touchscreen devices, 1st grade 2022
- Grades 1-5: Chromebook carts
- Middle and High School: 1-to-1
- Promethean Boards: pilot in elementary, middle, and high school

Strategies, Tactics, Risk & Mitigation

- Ensure funding allocation for infrastructure enhancement, increase/maintain accessibility, and inclusivity practices.
- Provide professional development for the following groups:

Staff

- Common user features/functions
- Data input, security/confidentiality
- Excel, Aeries, ESCAPE, Google

Educators

- Google Suite, tech ticket, multi-factor
- New hire training + HelloID for onboarding
- Promethean boards

Technology and Information Team

- Strategic cross-training
- Attendance at one conference per year
- Current measures to address cybersecurity and privacy: Solano COE Firewall; Go Guardian; Beacon; Malwarebytes & Kaspersky (anti-virus); Barracuda (full online backup) for disaster recovery, SysCloud for Google Cloud backup. New E-Rate for Cybersecurity.

Additional measures for consideration: multi-factor authentication, load balancing for consistent delivery of service, additional firewall (Jesse Bethel HS), and off-site network accessibility for all users (web-based moving away from VPN).

Budget & Resource Allocation

- Current operational budget (Primarily LCAP funded)

Annual budget: GF: \$1,108,000; LCAP: \$2,144,000; total: \$3,252,000.00

Priority area one: infrastructure/licenses, subscriptions, vendor-based access/support

Priority area two: Chromebooks (~ \$1,500,000.00 from grants and additional funding sources)

Priority area three: data drops, cabling, bells and paging system, copper wire theft, device repair

- Future forecasted expenses (*dates may vary*):
 - SY 2024-2025:
 - Chromebook AUE: 2943
 - Promethean board implementation
 - Touchscreen devices, 1st grade
 - Copier machines update/refresh and transition to central printing process
 - Audio/video equipment replacement (HMS, JBHS, VHS)
 - SY 2025-2026:
 - Chromebook AUE: 7415 (May 2026)
 - Multi-factor authentication
 - Promethean board implementation
 - Boardroom equipment replacement
 - Battery backup for site network equipment
 - HelloID
 - SY 2026-2027:
 - Chromebook AUE: 5239
 - Network load balancing
 - Refresh of Windows devices
 - Data privacy, email retention and cybersecurity

Evaluation and Monitoring

Vallejo City Unified School District is creating a comprehensive evaluation and monitoring plan for technology devices that involves establishing key performance indicators (KPIs) and outlining a systematic approach to assess the devices' inventory, life cycle, wear and tear, and plans for continued use, refurbishment, and replacement. The following components listed below will be a part of the evaluation and monitoring plan.

1. Key Performance Indicators

Device Performance Metrics: Response time; processing speed; battery life; connectivity stability

User Satisfaction: Feedback from teachers and students; Survey results on user experience

Device Utilization: Frequency of use; applications and features utilized

2. Annual Inventory/Assessment

Physical Inspection: Check for physical damage; evaluate keyboard, screen, and other components

Software Assessment: Ensure the latest OS and security updates; review installed applications and their relevance

Performance Testing: Run benchmark tests for processing speed; check battery health

3. Life Cycle Assessment

Projected Life Span: Determine the expected life span of Chromebooks

Obsolescence Analysis: Evaluate technological advancements and potential obsolescence

Cost-Benefit Analysis: Assess the overall cost versus benefits over time

4. Wear and Tear Consideration

Usage Patterns: Analyze how and where devices are used

Repair and Maintenance Records: Keep track of repairs and maintenance needs

Replacement Parts Availability: Assess availability of replacement parts

5. Continued Use, Refurbishment, and Replacement Plan

Extended Use Strategy: Explore options to extend the use of devices beyond their initial life cycle.

Refurbishment Program: Implement a refurbishment plan for devices still within a viable condition.

Replacement Criteria: Define clear criteria for when devices should be replaced.

Budget Planning: Allocate funds for ongoing device maintenance and replacements.

6. Documentation and Reporting

Create Detailed Reports: Document assessment results, life cycle projections, and wear and tear analysis.

Regular Reporting: Provide regular reports to relevant stakeholders.

7. Software Management

Involves designated personnel overseeing deployment, usage, updates, and evaluation, often within the technology or curriculum departments. Support is provided by vendors and internal district mechanisms, offering technical assistance, troubleshooting, and training. Payment for software comes from district budgets, grants and subscription models. Effective strategies ensure alignment with curriculum standards and sustainability. Collaboration among administrators, educators, IT staff, and vendors maximize the educational impact of digital tools.

By implementing this structure approach this will ensure an effective evaluation, monitoring, and planning for the life cycle of devices within the district.

Instructional Services and Support

Software Approval Process:

In our commitment to providing a secure, streamlined, and innovative learning experience, Vallejo City Unified School District will implement a robust software approval process. This process ensures that any software introduced in our educational ecosystem aligns with our educational goals, adheres to privacy and security standards, and enhances the overall instructional experience.

Key Components of the software approval process:

1. **Educational Alignment:** Software must align with the district's curriculum and educational objectives, needs and standards, promoting effective teaching and personalized learning experiences.
2. **Privacy and Security:** Rigorous assessment of each software's privacy policies and cybersecurity measures to safeguard sensitive student and staff data.
3. **Accessibility:** Prioritizing software solutions that are inclusive and accessible to all students, including those with diverse learning needs.
4. **Pedagogical Impact:** Evaluation of the potential impact on teaching methodologies, ensuring that the software contributes to innovative and effective instructional practices.
5. **Stakeholder Involvement:** Collaboration with educators, administrators, and other stakeholders to gather insights on the practicality and relevance of the software in the teaching and learning process.

Approval process - District Programs

The approval process for district programs involves the following steps:

1. Presentation to the Principal: The software program is introduced to the principal by the proposing individual or team.
2. Principal Review: The principal assesses the software against district needs and standards. If it doesn't meet the requirements, the request ends.
3. Submission of Request via Google Form: If the principal approves, a request is submitted via a Google Form.
4. Review by Educational Services and Technology Department: Educational Services ensures alignment with VCUSD priorities and curriculum standards, while the Technology Department checks network capabilities and reviews terms and conditions.
5. Approval Process: After reviews by Educational Services and the Technology Department, if the program meets all criteria, it receives final approval for purchase and implementation in the K12 school district.

Approval Process - Principal/Sites

After the Principal's initial review of district needs and standards, a request is submitted via a designated Google Form. The requestor must be ready to provide additional information about the product if needed. If both the Educational Services and Technology Departments approve, a funding source must be identified. The school site/Principal may proceed with purchasing the product. The principal/site collaborates with the technology department to ensure smooth software integration if necessary.

Approval Process - Individual Requests

1. Teachers will need to submit a Google form request. The principal is responsible for reviewing the individual request before it advances to the district level. If it doesn't meet the requirements, the request ends.
2. Upon Principal approval, a technology request (IIQ) is submitted, starting the review process from Technology and Educational Services.
3. The technology department reviews, checking for network capabilities and terms and conditions of services (CIPA, COPPA, and FERPA guidelines are followed).
4. Upon completion of review by the Technology Department, Educational Services assesses the software against district needs and standards. If the program meets all criteria, it receives final approval for purchase if necessary, and implementation in the VCUSD school district.

Intranet Implementation:

Recognizing the importance of seamless communication, transparency, and collaboration within our educational community, Vallejo City Unified School District will implement a dedicated Intranet. This digital hub will be a centralized platform for sharing resources, fostering collaboration, and enhancing communication among students, educators, administrators, and parents.

Key Features of the Intranet:

1. **Resource Repository:** A centralized location for curriculum materials, educational resources, and professional development materials, promoting easy access and sharing among educators.
2. **Collaboration Spaces:** Virtual spaces for collaborative projects, discussions, and professional learning communities, fostering a culture of continuous improvement.
3. **Announcements and Updates:** Timely dissemination of district-wide announcements, updates, and relevant information, ensuring that all stakeholders are informed and engaged.
4. **User-Friendly Interface:** An intuitive and user-friendly design to facilitate easy navigation and encourage widespread adoption across all user groups.

Formula-Based Device Refresh Cycle:

Vallejo City Unified School District will implement a formula-based device refresh cycle to ensure that students and educators have access to up-to-date technology. This strategic approach ensures that

technology devices are consistently updated and replaced according to a predetermined formula, optimizing functionality and minimizing the digital divide.

Key Components of the Device Refresh Cycle:

1. **Assessment of Technology Needs:** Regular assessments to determine the evolving technology needs of students and educators based on curriculum requirements and advancements in educational technology.
2. **Budget Allocation:** Clear budgetary allocations to support the systematic replacement of aging devices, ensuring that the district remains technologically current.
3. **Equitable Distribution:** Ensuring that the device refresh cycle is implemented equitably across all schools and classrooms, addressing disparities in technology access.
4. **Environmental Sustainability:** Responsible disposal and recycling of outdated devices, incorporating environmentally sustainable practices in the device refresh process.

By integrating these initiatives into our technology plan, Vallejo City Unified School District aims to create a technologically rich and supportive educational environment, fostering innovation, collaboration, and excellence in teaching and learning.

Recommended Device Refresh Cycle

Chromebooks:

- **Secondary Schools (Middle/High School (1:1)):**
 - 4-year cycle for general replacement student devices.
 - New devices are provided to incoming 6th and 9th graders.
 - Devices remain with students until the end of their respective cycles (8th grade for middle school, 12th grade for high school).
 - Seniors can purchase their devices at the end of their senior year.
- **Substitutes/Paraprofessionals:**
 - 5-year cycle for replacement.

Early Childhood (Pre-K, K and TK):

- Touchscreen devices are provided as needed.
- Replace as needed only.
- 4th-grade devices are replaced once every 5 years (classroom-based).

Elementary Schools (All K-5, K-6, K-8 Schools (Shared Devices)):

- Shared devices assigned to classrooms.
- 5-year cycle for replacement.

Chromebook Carts:

- 5 to 7-year cycle based on the need to replace.

Chromeboxes:

- Replace in high-use areas on a 5-year cycle or as needed due to user damage.

Laptop Carts:

- 5 to 7-year cycle based on the need to replace.

Teacher Devices (Desktops/Chromebooks/Macbooks/Laptops):

- 4-year cycle for general replacement.
- Desktops can be retained longer as secondary classroom machines, but new replacements will be limited due to staff preferences.

General Staff Devices (Desktops/Chromebooks/Macbooks/Laptops):

- 5-7 year cycle for replacement.

iPads/Macs:

- Attrition-based disposal, with devices replaced once every 5 years where a need is established and funding permits.
- Replacement may also occur based on end-of-support for models or voluntary turn-in.

General Considerations:

- All Chrome OS replacement schedules may be subject to AUE (auto update expiration) dates.
- The device refresh plan is subject to change based on funding/budget considerations, available specifications, and emerging needs within the district.
- Regular assessments of device usage, condition, and technological advancements should inform ongoing adjustments to the refresh plan.

By following this plan, VCUSD can ensure that its technology infrastructure remains current, functional, and aligned with the evolving needs of students, teachers, and staff while adhering to budget constraints and resource availability.

Sustainability & Future Growth

Vallejo City Unified School District is committed to building a future-ready technology ecosystem, Ensuring long-term sustainability and scalability. We recognize the dynamic nature of educational technology and the need to adapt to future advancements. Our approach encompasses sustainable practices, scalability measures, and flexibility to accommodate emerging technologies, including unexpected or inadvertent life events, ensuring a resilient and future-ready educational ecosystem.

Key Principles:

1. **Infrastructure Flexibility:** We will design and implement an infrastructure that is robust for current needs and adaptable to accommodate future technological advancements. Regular assessments and upgrades will be conducted to ensure scalability and responsiveness to emerging educational technologies.
2. **Cloud-Based Solutions:** Embracing cloud-based solutions will be a cornerstone of our sustainability strategy. This approach provides scalability, flexibility, and cost-effectiveness, allowing seamless integration of new applications and services as they emerge.
3. **Professional Development for Adaptability:** Recognizing that the successful implementation of technology relies on the proficiency of educators, we will invest in ongoing professional development. Educators will be equipped with the skills to adapt to new tools and methodologies, ensuring sustainability in evolving educational landscapes.
4. **Community Engagement and Feedback:** A sustainable technology plan requires active engagement with the community. We will establish mechanisms for continuous feedback and collaboration, involving all stakeholders in the decision-making processes related to technology integration. This ensures the plan remains relevant and aligned with the community's evolving needs.

Scalability Measures:

1. **Capacity Planning:** Regular technology usage and demand assessments will inform capacity planning. This proactive approach will ensure that our infrastructure can scale seamlessly to meet the growing needs of an expanding student body and evolving educational requirements.
2. **Flexible Funding Models:** Implementing funding models that allow for flexible allocation of resources based on emerging needs and technological advancements. This adaptability ensures we can invest in new technologies without compromising existing initiatives.
3. **Collaborative Partnerships:** Establishing partnerships with technology providers and educational institutions will enable access to cutting-edge tools and expertise. These collaborations will facilitate the seamless integration of emerging technologies into our educational framework.

4. **Digital Inclusion:** Scalability will not only be about technology but also about ensuring digital inclusion. We will actively work towards closing the digital divide, providing equitable access to technology resources for all students, irrespective of socio-economic backgrounds.

As we embark on this journey, Vallejo City Unified School District is committed to creating an enduring and adaptive technology plan that not only meets today's needs but also lays a foundation for sustainable growth and excellence in education well into the future. Together, we build a future-ready ecosystem that empowers learners and prepares them for tomorrow's challenges and opportunities.

Conclusion

The Vallejo City Unified School District Technology Plan represents a forward-thinking approach to education that recognizes the profound impact of technology on learning outcomes and the preparation of students for the challenges of the 21st century. By focusing on key areas such as infrastructure development, professional development, curriculum integration, data privacy, assessment, and community engagement, the district is laying a solid foundation for a dynamic and future-ready learning environment.

Through this vision, we aim to empower students, equip educators, and engage parents and the community in a collaborative effort to ensure every student thrives and achieves their full potential. By embracing technology, we are fostering digital proficiency and nurturing critical thinking, problem-solving skills, and a passion for lifelong learning.

With our vision statement, "Empowering learners, enabling futures: transforming education through technology excellence," and our mission statement driving our efforts, we are committed to leveraging cutting-edge technology to enhance education and prepare students for success in an increasingly technology-driven world. As we embark on this transformative journey from 2024 to 2027, we are confident that our collective dedication to innovation and excellence will pave the way for a brighter future for all our students.