

**Laguna Beach Unified School District
Educational Technology Plan
July 1, 2011 – June 30, 2014**

| <i>District Information (Contact Information)</i> | |
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| District Name: | Laguna Beach Unified School District |
| CDS Code: | 30-66555 |
| District Phone Number: | (949) 497-7700 |
| Contact Name: | Victor Guthrie |
| Contact Title: | Director of Technology |
| Contact Phone Number: | (949) 497-7700 x226 |
| Contact Email: | vguthrie@lbusd.org |

Executive Summary

In December 2008 the Laguna Beach Unified School District established an Educational Technology Planning Committee of various diverse stakeholders. This group met over the course of the next year and half to develop the educational technology goals, objectives, and benchmarks for the next iteration of the District technology plan. The duration of this plan is three years, from July 1, 2011 to June 30, 2014.

The heart of this plan is a focus on the use of technology in the curriculum. The plan then considers the professional development necessary to support the curriculum goals. Only after curriculum and professional development goals are established does the plan turn to the necessary infrastructure, hardware, software, and technical support. In the funding and budget section of the plan, the costs of implementing the curriculum, professional development, and infrastructure goals are then estimated. Discussions of funding sources and savings opportunities are included as well. Finally, the plan addresses how progress toward the goals will be monitored and evaluated. The plan also includes an effort to coordinate services with the district's adult education program, and the document concludes with a discussion of research that supports the goals and strategies included in the plan.

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District Profile

The Laguna Beach Unified School District is in a suburban community in Orange County, fifty miles south of Los Angeles. The District is composed of two elementary schools, one idle school, and one high school, with a student population of approximately 2,700. The student population consists of 85% white, 9% latino, and an additional 6% consisting of Asians, African-Americans, and Filipino. English learners (who are predominately Spanish speaking) comprise 5% of students. 10% of the students qualify for the National School Lunch Program and 1% belong to families enrolled in CalWorks. The District has no schools designated as Program Improvement under NCLB and all schools are continuously working to meet accountability standards.

Mission Statement

The Laguna Beach Unified School District mission is for each student to gain the knowledge, experience, world perspectives, and skills needed to become a lifelong learner and producer in a competitive and interconnected world.

Education in the Laguna Beach Unified School District

- is challenging while insuring each student's successful experiences in education.
- provides lifelong values, attitudes, and skills which promote public service and respect for others.
- offers environments that spark individual curiosity and learning.
- encourages an appreciation of differences, diversity and similarities.
- ignites a commitment to learning, scholarship, creativity and service.
- explores various career paths.
- is relevant to each student's immediate and future goals, and
- prepares graduates to adapt to change and deal with a technological age and a global environment.

The Schools in the Laguna Beach Unified School District are the convening point of the community and, as such, are connected with each other, the community, and the world through information-rich, interactive technology.

District Strategic Goals

- **Student Achievement:** All students will demonstrate academic growth across content areas.
- **School Culture:** Each student will strengthen connections to the school, the community, and the world by engaging in activities that build skills and responsibility.

- **Learning Environment:** Safe, attractive, clean, and well-equipped learning environments will be provided for each student.
- **Staffing:** The District will recruit, hire, train, and retain high performing staff.
- **Fiscal Responsibility:** The District will maintain fiscal solvency and transparency to ensure support of student learning.

1. Plan Duration

This technology plan will provide the District with a road map for the use of technology to support improved student learning over the next three fiscal years from July 1, 2011 through June 30, 2014. This plan serves as both the Enhancing Education through Technology (EETT) education technology plan and the District's eRate technology plan. This guidance will encompass increased student and teacher use of technology, powerful professional development for teachers and administrators, timely technical support, improved infrastructure, expanded funding efforts, and continuous monitoring. The district technology committee will meet on a quarterly basis to monitor progress on the annual benchmarks and to take action to ensure that the benchmarks are met. The committee will also come together on an annual basis to evaluate the goals and modify them for the following year(s) if necessary.

2. Stakeholders

This section of the plan describes the planning process and the stakeholders that took part in the process. This section also explains the design and implementation roles of various stakeholders.

2a. Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.

The Laguna Beach Unified School District Technology Planning Committee was comprised of district, site and community representatives. This committee will remain in place over the duration of the plan to implement, monitor, and evaluate the goals and objectives included in the plan. The committee will meet on a quarterly basis to monitor progress on the annual benchmarks and to take action to ensure that the benchmarks are met. The committee will also come together on an annual basis to evaluate the goals and modify them for the following year(s) if necessary.

The Planning Process

The planning process took place from December 2008 until December 2010. A core steering committee of district leadership was convened in December 2008 followed by a larger committee including district staff and community members in January 2009. Then, in the months from February 2009 to June 2009 subcommittees met to draft goals and objectives for the curriculum, professional development, infrastructure, funding, and monitoring sections of the plan. Between meetings, stakeholders collaborated asynchronously using online tools such as a wiki and Google Docs. The core steering committee then met again in August & September 2010 to make changes to the draft goals and objectives to ensure alignment with district strategic goals. A full draft of the plan was then authored in September and October of 2010, again by multiple stakeholders using asynchronous online collaboration tools.

In September, a series of online surveys were implemented to solicit feedback from additional stakeholders, including students, parents, other community members, and other district staff (including classified, certificated, and administrative personnel). Based on this feedback, the draft plan was modified several times and then again by the core steering committee. This new draft was submitted to county reviewers in late November 2010 and revised according to their feedback before being submitted to the state in January 2011.

Stakeholders Involved in The Process

The District would like to acknowledge and thank the following individuals for their contributions to this educational technology plan.

School Board of Trustees

Ketta Brown, President
Theresa O'Hare, Clerk
Betsy Jenkins, Member
William Landsiedel, Member
Jan Vickers, Member

District Administration

Sherine Smith, Superintendent
Nancy Hubbell, Assistant Superintendent Instructional Services
Norma Shelton, Assistant Superintendent Business Services

Debra Appel, Director Food Services
Victor Guthrie, Director Technology
Eric Jetta, Director Facilities and Grounds

Irene White, Director Special Education

Don Austin, Principal

Joanne Culverhouse, Principal

Chris Duddy, Principal

Ron LaMotte, Principal

Bob Billinger, Assistant Principal

Jenny Salberg, Assistant Principal

Educational Technology Planning Committee

Mike Borges, Parent/Tech company for K12

Ketta Brown, President, LBUSD Board of Education

Andy Crisp, Middle School Teacher

Linda Erickson, Middle School Teacher

Brian Kull, Elementary School Teacher

Long Le, Technician

Van Le, Aide

Pam MacKay, Teacher

Carl Meiswinkel, Parent

Kerry Pellow, High School Teacher

Parta Perkins, High School Teacher

Marcos Rojas, Technician

Kara Smith, Middle School Teacher

Cama Stevens, Elementary School Teacher

Linda Wochner, Staff Accountant

Other Contributors

Judy Lieb, Orange County Department of Education

Ranjit Mayadas, Orange County Department of Education

Mark Wagner, Educational Technology and Life Corporation

Chris Bell, EdTechTeam

The Laguna Beach Unified School District continues to seek out input, advice and assistance from all stakeholders to help meet and improve upon the goals and objectives of this three-year plan. The District will post the completed plan on its website once approved by the California Department of Education.

3. Curriculum

This section is the heart of the District technology plan. It begins by providing a description of teachers' and students' current access to technology tools, both during the school day and outside of school hours. This is followed by a description of the district's current use of hardware and software to support teaching and learning. In light of this needs assessment, the remainder of the section lays out the curriculum-driven technology goals that will guide planning and implementation for the duration of this plan.

The goals presented in this section align with the district's curricular goals, academic content standards, and comprehensive planning documents. The many recommendations included in this technology plan provide for 1) the use of technology by students to support student mastery of academic content standards in mathematics, 2) using technology to support language acquisition proficiency by English Language Learners, 3) aiding development of standards-aligned common formative assessments, 4) supporting "response to instruction", 5) increasing student engagement and motivation, 6) increasing access to online learning, and 7) developing students who have the information literacy skills necessary to succeed in college. Goals are also included to ensure that students use technology ethically and safely. In addition, equitable access for all students, improved record keeping and assessment, and two-way communication between home and school are also addressed.

This section concludes with a plan for monitoring progress on these goals. The district technology committee will meet on a quarterly basis to monitor progress on the annual benchmarks and to take action to ensure that the benchmarks are met. The committee will also come together on an annual basis to evaluate the goals and modify them for the following year(s) if necessary.

The goals presented in this section are the driving force behind the professional development, infrastructure, and funding sections that follow.

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

All teachers in the district are provided an Internet connected desktop or laptop computer for use in the classroom. As determined by site, teachers also have access to varying numbers of peripherals and recording devices such as televisions, DVD and VHS players, scanners, LCD projectors, digital still cameras, and digital video cameras. The wide array of peripheral devices installed in classrooms throughout the District includes printers, projection devices (projectors, document cameras, digital white boards), video capture devices (digital cameras, digital video cameras, scanners), calculators (numeric, scientific, graphing), and digital probes, sensors, meters, and microscopes.

Student access to technology at sites is very robust with a District student to computer ratio of 3.1: 1(see *Figure 1*). Each school site has either fixed or mobile computer labs, classroom computers, or library/media centers available for students to work on school work and projects. Dependent upon location, students are also able to access the computer/media labs during breaks and lunch periods. *Figure 2* illustrates equipment location showing that students and teachers at each school are able to access computer labs, computers in the library, mobile laptop carts, and computers in other locations such as computer pods located throughout each school in the district for students to complete activities.

Outside of school hours, student access to technology varies. Many students in the District do have limited access to supervised computer labs at many of the sites. Several days a week, students are able to come in after school and work on school homework and projects in a supervised environment. Some locations also make the computers available to an after school homework club. While many of the students in the district have quality access to technology and the Internet at home, there are still some who do not. For those without access at home, the local community has several resources available that provide Internet access for free including public libraries and the Boys and Girls Club.

Figure 1: Student/Computer Ratios

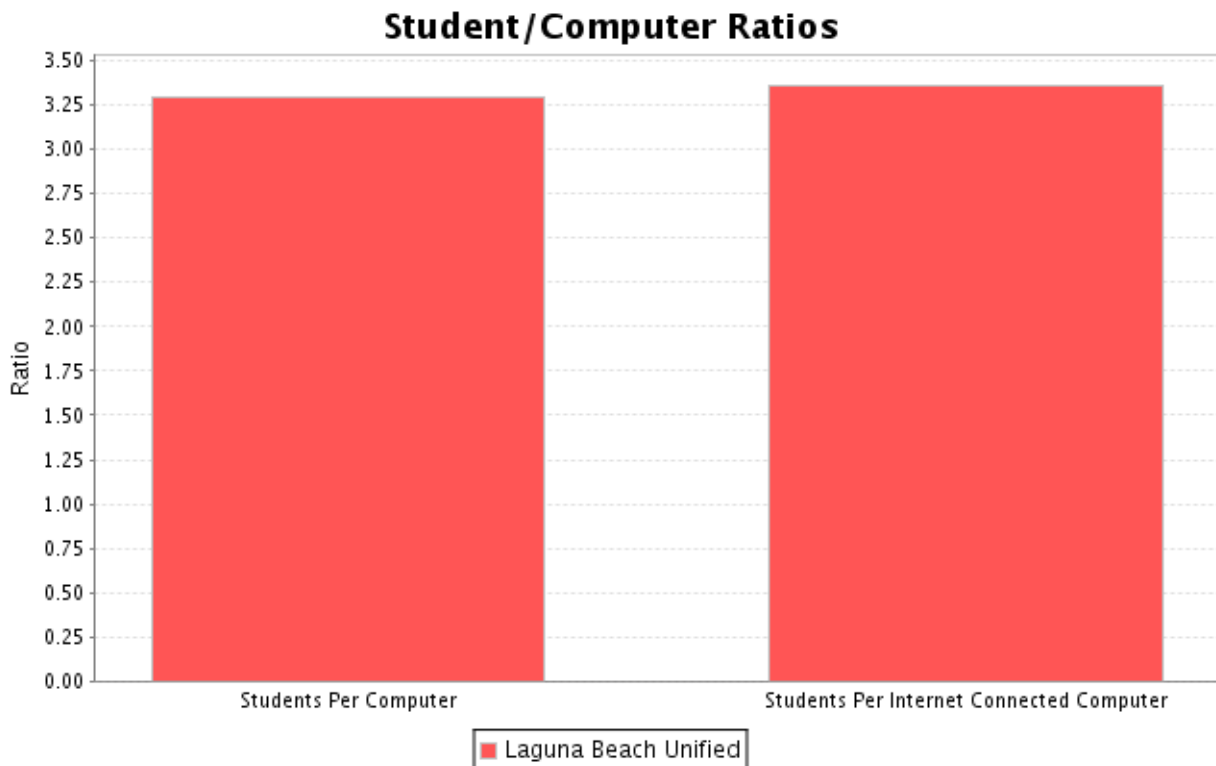
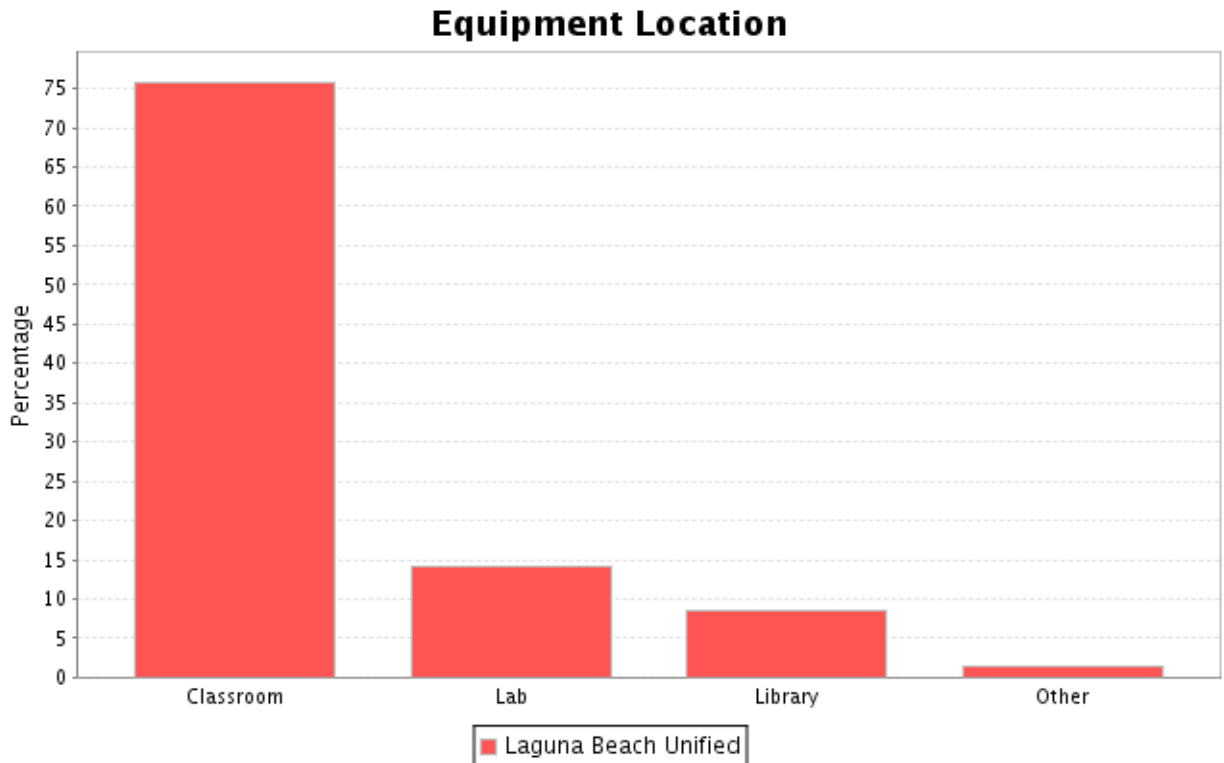


Figure 2: Equipment Location



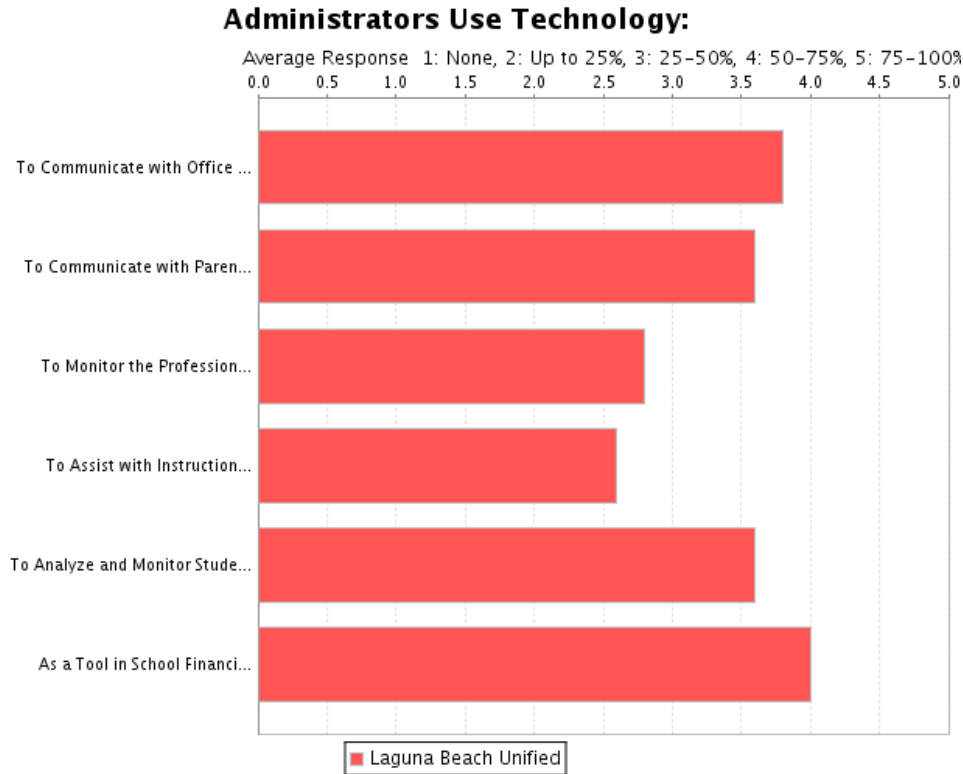
3b. Description of the district’s current use of hardware and software to support teaching and learning.

Laguna Beach Unified School district uses technology resources extensively to support teaching and learning at all grade levels.

Administrator Technology Use

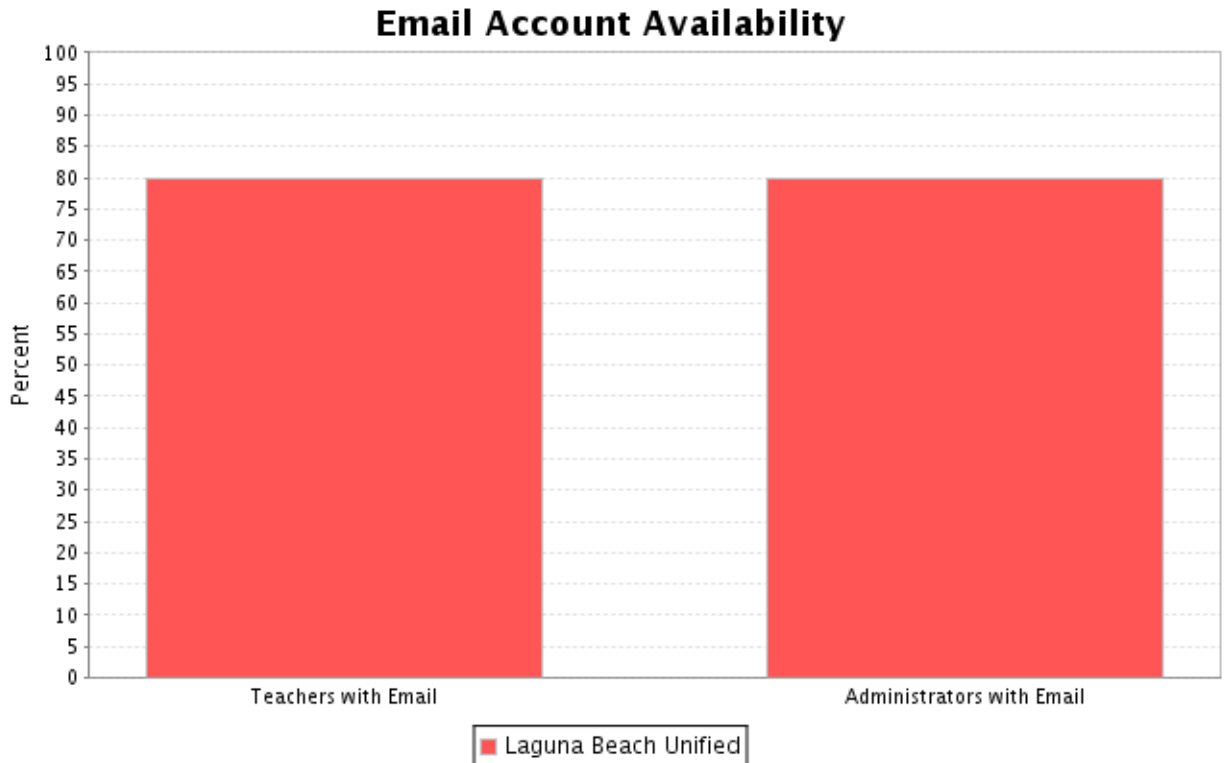
Administrators in the District use technology for a variety of tasks. Data Director, the district data warehouse, is deployed and utilized to assist administrators in making data driven decisions. The Aeries Eagle student information system provides additional data for administrators in managing campus activities, programs and monitoring achievement. Using the latest data from an internal district survey from September 2010, over 50% report utilizing technology for site fiscal planning. Email is a popular technology for administrators to use in communicating with a wide range of stakeholders, including communicating with parents, other sites and the district office.

Figure 3: Administrator Technology Use



District wide email systems are available to support communication between schools, home, the district and community. All employees are able to access a district email account for communication, scheduling through calendar systems and a district directory to aide collaboration. Using the most recent data available from a survey collected in 2010, over 80% of administrators and teachers report using district email as seen in *Figure 4*.

Figure 4: Email Account Availability & Use



Teacher Technology Use: Curriculum Planning and Delivery

The degree of technology and curriculum integration at the classroom level currently varies across the District. The use of word processing for writing development; spreadsheets for collection, manipulation, and analysis of data; the Internet for research; multimedia tools for creating presentations, songs, and movies is found in varying degrees in classrooms and media centers throughout this district.

The *Microsoft Office* productivity suite is one application included on district computers at school sites. This software package provides word processing, spreadsheet, and presentation applications for instructional use. Teachers use the application to develop presentations for student instruction, collaborate on planning documents, and analyzing data. The application suite is also used with students in a variety of ways. For example, students in grades 2 and 3 type reports, paragraphs, and poems in *Word* to display in the classroom. Students in grades 4 and 5 create *PowerPoint* projects in a lab setting to guide oral presentations in class.

Instructionally, District educators are utilizing a number of vendor supplied software programs to guide and impact student learning. One program is *Successmaker* which provides personalized math and reading learning paths for elementary and middle school students. Another program is the Scholastic *Read 180* program which is designed to meet the needs of struggling readers. The program addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading,

writing, and vocabulary skills.

District educators also use *MY Access!* to support student writing development at grades 6-8. With this program, teachers can provide students with the practice they need to improve their writing skills. The program's scoring engine grades students' essays instantly and provides targeted feedback. This frees teachers up to provide differentiated instruction for individual students. The District also employs the *Waterford Early Learning* program at elementary sites. The program individualizes up to four years of comprehensive reading, math, and science for students. Finally, teachers have access to *Orchard* software which provides standards-aligned differentiated learning opportunities for students in grades K-9 in mathematics, languages, and science.

Teacher Technology Use: Data Management

Currently 71% of teachers are utilizing *Data Director*, the District data warehouse, to evaluate and track student achievement data. This analysis is guiding instruction in the classroom and at grade level meetings. Providing up-to-date information on student achievement both on State, District and class based assessments is a power feature of *Data Director* for teachers in planning instruction.

Data Director is used as part of District Professional Learning Communities (PLCs). Teacher participation in PLCs broken out along grade level spans and content areas is the foundation for analyzing data derived from *Data Director*. The District is also using *Data Director* and PLCs to inform Response to Instruction (RTI) efforts throughout the schools.

Both *Vantage Learning's My Access!* and *Read 180* provide teachers with data to make informed curriculum decisions. The nature of both applications is to provide students and teachers with immediate feedback as well as scaffolding learning opportunities for students to improve skill mastery.

District educators also use the *Positive Behavioral Interventions & Supports (PBIS)* system to track student behavioral data. This provides a clear window into analyzing behavioral issues at the classroom, site, and district level. Programs and interventions can be recommended or developed as a result.

Finally, the District Student Information System (SIS), provides teachers with data on grades, attendance, previous cumulative records, test scores, home information and more. Combined with the above data tools these programs enable teachers to view all aspects of a student's learning in both the current year and longitudinally.

Teacher Technology Use: Communications

As referenced in prior figures, a high level of district teachers report using email for communications with parents and administrators. According to survey reports from teachers, email is a vital component to maintaining open lines of communication. Teachers use it to communicate with parents regarding missing assignments and student behavioral issues.

Others use it to keep administrators updated on classroom and school issues.

Student Technology Use

According to student responses to a District issued Student Technology Survey from September 2010 in a sampling primarily comprised of middle school students, students are using technology on a frequent basis to support their learning. Nearly 90% report at least weekly use of technology at school. Further, 69% of those who responded are using technology daily in their learning.

Students report using the computer at school to correspond with others via email, create presentations, perform Internet research and solve problems. Word processing also ranks high as does demonstration and simulations. To a lesser degree, students also report using a variety of software to create and edit images, write songs, build multimedia projects, and more. Examples of software used to support multimedia projects include *Garageband* for podcasting, *iMovie*, *Final Cut* and *Windows MovieMaker* for movie creation, *Photoshop* for image manipulation, and *Google Sketchup*.

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

District Strategic Goals

The Laguna Beach Unified School District seeks to create safe learning environments where all children can learn free from constraints. The District also values a strong school culture where each student becomes a global citizen with deep ties to the school, community, and the world. The District achieves this by selecting, training, and retaining high quality staff who place an emphasis on supporting academic achievement for all students across content areas. The District maintains these positive learning environments through exercising sound judgment and fiscal responsibility in all endeavors.

Performance Goals (LEA Plan)

The following performance goals were established for the most recent District LEA plan (2009-2014).

- Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.
 - Planned Improvement #4 (in Language Arts and in Math): Increased Access to Technology.

- Performance Goal 2: 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.
 - Planned Improvement #9: Improve the instruction of LEP children by providing for the acquisition or development of educational technology or instructional materials.
- Performance Goal 3: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Performance Goal 5: All students will graduate from high school prepared to enter college or the workforce.

This technology plan also fulfills the Title II, Part D assurance included in the LEA Plan; the LEA has an updated, local, long-range, strategic, educational technology plan in place.

Goal 3d. All students will use technology to support their mastery of district and state academic standards.

The following objectives have been developed by the Educational Technology Planning Committee to guide the implementation of technology to improve teaching and learning by supporting the district curricular goals and academic content standards. The committee will continue to monitor progress toward these benchmarks, evaluate their effectiveness, and modify them as necessary (see section 3k).

| | |
|------------------------------------|---|
| Objective 3d.1. Mathematics | Students will use technology to support their mastery of academic content standards in mathematics. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 78.2% of all students in grades 2-11 are Proficient in mathematics as measured by the CST and CAHSEE. (Note: 78.2% is required for AYP) |
| 2012-2013 | 89.1% of all students in grades 2-11 are Proficient in mathematics as measured by the CST and CAHSEE. (Note: 89.1% is required for AYP) |
| 2013-2014 | 89.1% of all students in grades 2-11 are Proficient in mathematics as measured by the CST and CAHSEE. (Note: 89.1% is required for AYP) |

| Implementation Plan for Objective 3.d.1. Mathematics | | | |
|---|--------------------------------|------------------|----------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |

| | | | |
|--|--|---|---|
| Create School Profile Reports and analyze data, including disaggregated CST and CAHSEE results (including disaggregated data). | Assistant Superintendent of Curriculum | September 2011 and annually thereafter. | Results presented annually to Governing Board. |
| Use <i>DataDirector</i> reports to determine benchmark progress toward objectives. | Assistant Superintendent of Curriculum Principals Teachers | January 2012 and quarterly thereafter. | Results analyzed by teachers and principals to inform instructional planning and delivery, including the use of appropriate technology tools. |

| | |
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| Objective 3.d.2. English Learners | English Language Learners will use technology to support their advancement of one level per year in English language proficiency. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 19 ELL students reclassified as Proficient on an annual basis as measured by CELDT scores. |
| 2012-2013 | 21 ELL students reclassified as Proficient on an annual basis as measured by CELDT scores. |
| 2013-2014 | 23 ELL students reclassified as Proficient on an annual basis as measured by CELDT scores. |

| Implementation Plan for Objective 3.d.2. English Language Learners | | | |
|---|--|--|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Review CELDT records to determine annual reclassification numbers. | Assistant Superintendent of Curriculum | May 2012 and annually thereafter | Results presented annually to Governing Board. |
| Develop implementation plan for supporting elementary ELL students using the <i>Successmaker</i> program. | Principals Teachers, Particularly Grade Level Leads and Department Chairs | November 2011 Quarterly Review by Educational Technology Planning Committee | Results analyzed by teachers and principals to inform instructional planning and delivery. |

LBUSD Educational Technology Plan | 2011-2014

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| Develop implementation plan for supporting middle & high school ELL students using the Scholastic <i>Read 180</i> program. | Principals Teachers, Particularly Grade Level Leads and Department Chairs | February 2012 Quarterly Review by Educational Technology Planning Committee | Results analyzed by teachers and principals to inform instructional planning and delivery. |
| Develop implementation plan for supporting all ELL students in grades 4-12 using the <i>My Access!</i> writing program. | Principals Teachers, Particularly Grade Level Leads and Department Chairs | May 2012 Quarterly Review by Educational Technology Planning Committee | Results analyzed by teachers and principals to inform instructional planning and delivery. |
| Implement all plans in the classroom | Teachers | Elementary <i>Successmaker</i> : January 2012 Middle & High School Scholastic <i>Read</i> : August 2012 Grades 4-12 <i>My Access!</i> : Fall 2012 | Classroom observations; usage reports from <i>Successmaker</i> , Scholastic <i>Read</i> , <i>My Access!</i> |
| Review implementations to determine success | Assistant Superintendent of Curriculum Principals Teachers | October 2012 and annually thereafter | CELDT scores, CELDT reclassification reports, CST scores for ELD students |

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| Objective 3d.3. Common Formative Assessments | Teachers will use technology to support the development and implementation of standards-based common formative assessments. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 60% of teachers will use <i>Data Director</i> to share common formative assessments as measured by the number of assessments shared by teachers. |
| 2012-2013 | 70% of teachers will use <i>Data Director</i> to share common formative assessments as measured by the number of assessments shared by teachers. |
| 2013-2014 | 80% of teachers will use <i>Data Director</i> to share common formative assessments as measured by the number of |

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| | assessments shared by teachers. |
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| Implementation Plan for Objective 3.d.3. Common Formative Assessments | | | |
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| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Develop Common Formative Assessments Using <i>Data Director</i> | Principals Teachers, Particularly Grade Level Leads and Department Chairs | Regular and Ongoing Site Staff Meetings Quarterly Review by Educational Technology Planning Committee | Results analyzed by teachers and principals to inform instructional planning and delivery. Meeting attendance monitored by sign-in logs. |
| Create awareness campaign for teachers to increase use of common assessments | Principals, Assistant Superintendent of Curriculum, Teachers, Particularly Grade Level Leads and Department Chairs | January 2012 | Percentage of teachers using common assessments is tracked and analyzed through both <i>Data Director</i> reports as well as annual District Technology survey. |
| Review <i>Data Director</i> records and Annual Tech Plan Progress Survey data to ascertain teacher compliance. | Assistant Superintendent of Curriculum Director of Technology | May 2012 and Annually Thereafter | Results presented annually to Governing Board. |

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| Objective 3d.4 Response to Instruction (Rtl) | Teachers will use technology to support "response to instruction" efforts. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 30% of teachers will use technology to support "response to instruction" efforts as measured by district Rtl records. |
| 2012-2013 | 60% of teachers will use technology to support "response to instruction" efforts as measured by district Rtl records. |
| 2013-2014 | 90% of teachers will use technology to support "response to instruction" efforts as measured by district Rtl records. |

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| Implementation Plan for Objective 3.d.4 Response to Instruction |
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| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
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| Develop strategies for using technology to support Rtl efforts. | Principals Teachers, Particularly Grade Level Leads and Department Chairs | Regular and Ongoing Site Staff Meetings Quarterly Review by Educational Technology Planning Committee | Results analyzed by teachers and principals to inform instructional planning and delivery. Lesson plans and teacher observation logs. |
| Identify ways to share the developed Rtl strategies with District teachers. Can include video, text, discussions. | Principals, Technology Committee | January 2012; Ongoing | Google document of identified ways to share Rtl strategies. |
| Implement shared Rtl repository | Technology Committee Director of Technology | April 2012 | Repository in place; reviewed annually |
| Train teachers on adding to the Rtl repository | Technology Committee | June 2012 | New Rtl strategies are added to the repository on a regular basis. |
| Teachers implement technology supported Rtl strategies in the classroom. | Teachers | September 2012 | Teacher observations; student access records |
| Review <i>SWIS</i> records, district Rtl records, and Annual Tech Plan Progress Survey data to ascertain teacher compliance. | Assistant Superintendent of Curriculum Director of Technology | January 2012 and quarterly thereafter. | Results presented annually to Governing Board. |

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| Objective 3d.5. Student Engagement | Students will be engaged in learning through the use of technology and thus be more motivated to participate in learning activities as measured by increase in average daily attendance and a reduction in the number of behavioral |
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| | referrals. |
| Timeline | Annual Benchmarks |
| 2011-2012 | Student attendance will increase to 98.2% of students attend school on an average day as measured by SIS reports. Student referrals will decrease by 50 referrals over the course of the year as measured by SIS reports. |
| 2012-2013 | Student attendance will increase to 98.7% of students attend school on an average day as measured by SIS reports. Student referrals will decrease by 50 referrals over the course of the year as measured by SIS reports. |
| 2013-2014 | Student attendance will increase to 99.2% of students attend school on an average day as measured by SIS reports. Student referrals will decrease by 50 referrals over the course of the year as measured by SIS reports. |

| Implementation Plan for Objective 3.d.5 Student Engagement | | | |
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| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Develop engaging lessons and learning activities using technology. | Principals Teachers, Particularly Grade Level Leads and Department Chairs | Regular and Ongoing Site Staff Meetings Quarterly Review by Educational Technology Planning Committee | Results analyzed by teachers and principals to inform instructional planning and delivery. Lesson plans and teacher observation logs. |
| Implement technology embedded lessons in the classroom. | Teachers | January 2012; ongoing | Classroom observations; teacher self-reporting on annual technology survey. |
| Share lessons with grade level spans across the district | Teachers Principals Technology Committee | January 2012; ongoing | Classroom observations; teacher self-reporting on annual technology survey. |
| Review attendance data, behavior data, and Annual Tech Plan Progress Survey data. | Assistant Superintendent of Curriculum Director of Technology | January 2012 and quarterly thereafter. | Results presented annually to Governing Board. |

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| Objective 3d.6. Online/Blended Learning | District will implement a learning management system (LMS) and online curriculum to support online/blended learning as measured by statistics from the LMS in place by 2014. | | |
| Timeline | Annual Benchmarks | | |
| 2011-2012 | 10 high school instructors will use the LMS to develop blended learning courses | | |
| 2012-2013 | Students in 10 high school courses will use the LMS to complete coursework both at school and at home or community centers | | |
| 2013-2014 | Students in 35 high school courses will use the LMS to complete coursework both at school and at home or community centers. | | |
| Implementation Plan for Objective 3.d.6 Online Learning | | | |
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Identify learning management system | Director of Technology Technology Committee | January 2012 | Presented to Technology Committee for adoption. |
| Identify high quality online/blended courses through CLRN and other resources | Director of Technology Technology Committee High School Department Chairs | January 2012 | Presented to Technology Committee for adoption. |
| Identify Course Instructors | Principals Teachers, Particularly Department Chairs | January 2012 | Results analyzed yearly by Principals and staff to influence planning. |
| Train pilot group in best practices for blended/online learning | Director of Technology Technology Committee | May 2012 | Results analyzed yearly by Principals and staff to influence planning. |
| Pilot 10 blended/online courses | Principals Director of Technology | September 2012 | Results analyzed yearly by Principals and staff to influence planning. |
| Train additional | Director of | May 2013 | Results analyzed |

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| instructors | Technology Technology Committee | | yearly by Principals and staff to influence planning. |
| Roll out 25 new courses | Principals Director of Technology | September 2013 | Results analyzed yearly by Principals and staff to influence planning. |

Goal 3e. All students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

The following goals and objectives have been developed by the Educational Technology Planning Committee to guide the implementation of instruction to help students acquire technology and information literacy skills needed to succeed in the classroom and the workplace.

In order to succeed in school, life, and work in the 21st century, students need to master a wide range of technology skills, including those relating to creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem-solving, and decision-making; digital citizenship; and technology operations and concepts (International Society for Technology in Education [ISTE] *National Educational Technology Standards for Students* (NETS*S, 2007).

The California Department of Education (CDE) defines technology literacy as “the ability to use appropriate technology responsibly, to communicate, to solve problems, and to access, create, integrate, evaluate and manage information to improve learning of state content standards in all subject areas and to acquire lifelong knowledge and skills in the 21st century.”

The District has embraced the above descriptions, frameworks and standards in developing a reasonable approach to address our students' acquisition of technology skills and the information literacy skills needed to succeed in the classroom and the workplace. The online student survey and the annual staff self-assessment will be used as one mean of measuring the attainment of these proficiencies among students.

Objective 3e.1. Scope and Sequence: Students will master the technology operations and concepts identified in a district adopted student technology skills scope and sequence.

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| Objective | Students will master technology literacy skills necessary for the 21 st Century as measured by a District technology assessment. |
| Timeline | Annual Benchmarks |
| 2011-2012 | No Baseline Data |
| 2012-2013 | 50% of students in grades 5 & 8 will demonstrate proficiency on the District technology assessment. |
| 2013-2014 | 75% of students in grades 5 & 8 will demonstrate proficiency on the District technology assessment. |

| Implementation Plan for Objective | | | |
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| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Adopt a scope and sequence aligned to ISTE NETS standards for student acquisition of technology skills. | Director of Technology Technology Committee | Identify or develop scope and sequence by December 2011. Adopt plan by March 2012. | Presented to Technology Committee for adoption. |
| Create Proficiency Assessments | Director of Technology Technology Committee | Create assessments by June 2012. | Presented to Technology Committee for adoption. |
| Administer technology proficiency assessment to students in grades 5 & 8 | Site principals Teachers | Administered in October 2012 | Student assessment data. |
| Reevaluate and modify assessments following administration of assessment. | Director of Technology Technology Committee Site Principals | Modifications completed by June 2013. | Presented to Technology Committee for final review and adoption. |
| Use <i>Data Director</i> to track annual progress on proficiency assessments. | Director of Technology Site Principals | May 2013 and yearly thereafter. | Results analyzed yearly by Principals and staff to influence planning. |

Objective 3e.2. NETS: Students will develop fluency in the National Educational Technology Standards (including Research and Information Fluency).

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| Objective | Students will demonstrate proficiency in the ISTE NETS*S standards as measured by results on District technology assessment. |
| Timeline | Annual Benchmarks |
| 2011-2012 | No Baseline Data |
| 2012-2013 | 50% of students in grades 5 & 8 will demonstrate proficiency on the District technology assessment. |
| 2013-2014 | 75% of students in grades 5 & 8 will demonstrate proficiency on the District technology assessment. |

| Implementation Plan for Objective | | | |
|---|---|---|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Adopt an ISTE NETS*S aligned curriculum. | Director of Technology Technology Committee | Identify or develop ISTE NETS*S aligned curriculum by December 2011. Adopt plan by March 2012. | Presented to Technology Committee for adoption. |
| Adopt or create Proficiency Assessments | Director of Technology Technology Committee | Adopt or create assessments by June 2012. | Presented to Technology Committee for adoption. |
| Administer technology proficiency assessment to students in grades 5 & 8 | Site principals Teachers | Administered in October 2012 | Student assessment data. |
| Reevaluate and modify assessments following administration of assessment. | Director of Technology Technology Committee Site Principals | Modifications completed by June 2013. | Presented to Technology Committee for final review and adoption. |
| Use Data Director to track annual progress on proficiency assessments. | Director of Technology Site Principals | May 2013 and yearly thereafter. | Results analyzed yearly by Principals and staff to influence planning. |

3f. The district will address the appropriate use of information technology in the classroom so that students and teachers can distinguish ethical and lawful uses from unethical and unlawful uses.

The following goals and objectives have been developed by the Educational Technology Planning Committee to address the appropriate and ethical use of information technology in the classroom. The committee will continue to monitor progress toward these goals, evaluate their effectiveness, and modify them as necessary (see section 3k).

Objective 3f.1. Digital Citizenship: All students will develop fluency in the National Educational Technology Standards (including distinguishing ethical and lawful use from unethical and unlawful use of the Internet).

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| Objective | All students will develop fluency in National Educational Technology Standards, including ethical and lawful use of the Internet, as measured by a district annual assessment. |
| Timeline | Annual Benchmarks |
| 2011-2012 | No Baseline Data |
| 2012-2013 | 50% of students in grade 7 will demonstrate proficiency on technology assessment on ethical and lawful use of the Internet. |
| 2013-2014 | 75% of students in grade 7 will demonstrate proficiency on technology assessment on ethical and lawful use of the Internet. |

| Implementation Plan for Objective | | | |
|---|--|---|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Adopt curriculum on the ethical and lawful use of the Internet as distinguished from unethical and unlawful use | Director of Technology Technology Committee | Identify or develop digital citizenship standards and curriculum by December 2011. Adopt plan by March 2012. | Presented to Technology Committee for adoption. |
| Adopt or create Digital Citizenship Assessments | Director of Technology Technology Committee | Adopt or create assessments by June 2012. | Presented to Technology Committee for adoption. |

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|--|---|---------------------------------------|--|
| Curriculum is taught in all grades | Teachers | September 2012, ongoing | Lesson plans, observations. |
| Administer technology proficiency assessment to students in grade 7 | Site principals Teachers | Administered in November 2012 | Student assessment data. |
| Reevaluate and modify assessments following administration of assessment | Director of Technology Technology Committee Site Principals | Modifications completed by June 2013. | Presented to Technology Committee for final review and adoption. |
| Use <i>Data Director</i> to track annual progress on proficiency assessments | Director of Technology Site Principals | May 2013 and yearly thereafter. | Results analyzed yearly by Principals and staff to influence planning. |

Objective 3f.2a. Internet Awareness Workshops: The district will continue offering "Internet Awareness, Safety, and Ethics" workshops for parents.

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| Objective | The district will inform parents about Internet Awareness through annual workshops as measured by attendance logs. |
| Timeline | Annual Benchmarks |
| 2011-2012 | At least 75 parents will attend each parent workshop on Internet Awareness. |
| 2012-2013 | At least 100 parents will attend each parent workshop on Internet Awareness. |
| 2013-2014 | At least 125 parents will attend each parent workshop on Internet Awareness. |

| Implementation Plan for Objective | | | |
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| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Develop Workshops | Director of Technology Technology Committee | Identify or develop digital citizenship standards and curriculum by December 2011. Adopt plan by March 2012. | Presented to Technology Committee for adoption. |
| Publicize and Deliver | Director of | June 2012 and then 3 | Publicity on Website, |

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|---|--|----------------------------------|--|
| 3 Workshops to Parents | Technology Technology Committee | workshops yearly thereafter. | Calls to home, Handouts to students. Workshop sign-in sheets and participant evaluations. |
| Revise Internet Awareness curriculum | Director of Technology Technology Committee | August 2012; annually thereafter | Revised curriculum in place and used for workshops. |
| Review annual progress towards meeting participation goals. | Director of Technology Technology Committee | July 2012; annually thereafter. | Report to the Board on annual participation rates. |

Objective 3f.2b. Internet Awareness Workshops: The district will continue offering "Internet Awareness, Safety, and Ethics" professional development for teachers.

| | |
|------------------|--|
| Objective | The district will continue to offer teacher professional development workshops on "Internet Awareness, Safety, and Ethics" as measured by attendance logs. |
| Timeline | Annual Benchmarks |
| 2011-2012 | All certificated staff will participate in annual workshop. |
| 2012-2013 | All certificated staff will participate in annual workshop. |
| 2013-2014 | All certificated staff will participate in annual workshop. |

| Implementation Plan for Objective | | | |
|--|--|---|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Develop Workshops | Director of Technology Technology Committee | Identify or develop digital citizenship standards and curriculum by December 2011. Adopt plan by March 2012. | Presented to Technology Committee for adoption. |
| Teacher professional development trainings on Internet | Director of Technology | Yearly beginning 2011-2012 school year. | Schedule of trainings and observation of curriculum taught in |

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| Awareness | Site Principals | | classroom. |
| Revise Internet Awareness curriculum | Director of Technology Technology Committee | August 2012; annually thereafter | Revised curriculum in place and used for workshops. |
| Review annual progress towards meeting participation goals. | Director of Technology Technology Committee | July 2012; annually thereafter. | Report to the Board on annual participation rates. |

Objective 3f.3. Student Curriculum: The district will adopt and implement curriculum for all students that addresses the following issues: copyright, file-sharing, plagiarism, and cyberbullying.

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| Objective | The district will adopt and implement curriculum that addresses digital citizenship for all students in grades K-12 to reduce the incidents of copyright infringement, illegal file-sharing plagiarism and cyberbullying. |
| Timeline | Annual Benchmarks |
| 2011-2012 | No Baseline Data |
| 2012-2013 | A 20% reduction in the incidents of unlawful use by students as measured by behavioral data from the PBIS tracking system. |
| 2013-2014 | A 35% reduction in the incidents of unlawful use by students as measured by behavioral data from the PBIS tracking system. |

| Implementation Plan for Objective | | | |
|--|--|--|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Identify curriculum. | Director of Technology Technology Committee | Identify digital citizenship standards and available curriculum by December 2011. Adopt plan by March 2012. | Presented to Technology Committee for adoption. |
| Adopt or create Digital Citizenship | Director of Technology | Adopt or create curriculum by June | Presented to Technology |

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| Curriculum | Technology Committee | 2012. | Committee for adoption. |
| Teacher professional development training | Director of Technology Site Principals | September 2013 | Sign in logs for trainings. |
| Curriculum is delivered to students in pilot grade levels | Director of Technology Site Principals Teachers | 2012-2013 School Year | Observation of lesson plans, ongoing evaluations from students and teachers of program, Principal observation of lessons implementation. |
| Implement curriculum in all grade levels | Director of Technology Site Principals Teachers | 2013-2014 School Year | Observation of lesson plans, ongoing evaluations from students and teachers of program, Principal observation of lessons implementation. Modifications made as needed. Reduction in the incidents of unlawful use as measured by behavioral data from the PBIS tracking system. |
| Collect and analyze data from PBIS tracking system. | Site principals Director of Technology | June 2013; annually thereafter | PBIS reports shared with Assistant Superintendent of Instruction |
| If goals are not reached, revise curriculum, implement, and analyze | Director of Technology Technology Committee | August 2013; annually thereafter. | Revised curriculum in place and delivered in the classroom; classroom observations. |

3g. The district will address Internet safety by training all students and teachers to protect online privacy and avoid online predators.

The following goals and objectives have been developed by the Educational Technology Planning Committee to address Internet safety by training students and teachers to protect online privacy and avoid online predators. The committee will continue to monitor progress toward these goals, evaluate their effectiveness, and modify them as necessary (see section 3k).

Objective 3g.1a. Internet Awareness Workshops: The district will continue offering "Internet Awareness, Safety, and Ethics" workshops and parents.

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| Objective | The District will continue to provide parent workshops on Internet safety and online privacy as measured by attendance logs. |
| Timeline | Annual Benchmarks |
| 2011-2012 | At least 75 parents will attend each parent workshop on Internet safety and online privacy. |
| 2012-2013 | At least 100 parents will attend each parent workshop on Internet safety and online privacy. |
| 2013-2014 | At least 125 parents will attend each parent workshop on Internet safety and online privacy. |

| Implementation Plan for Objective | | | |
|--|--|---|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Develop workshops | Director of Technology Technology Committee | Identify or develop digital citizenship standards and curriculum by December 2011. Adopt plan by March 2012. | Presented to Technology Committee for adoption. |
| Revise Internet safety and online privacy curriculum | Director of Technology Technology Committee | August 2012; annually thereafter | Revised curriculum in place and used for workshops. |
| Review annual progress towards meeting participation | Director of Technology | July 2012; annually thereafter. | Report to the Board on annual participation rates. |

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| goals. | Technology Committee | | |
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Objective 3g.1b. Internet Awareness Workshops: The district will continue offering "Internet Awareness, Safety, and Ethics" professional development workshops for teachers.

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| Objective | The district will continue to offer teacher professional development workshops on "Internet Safety and Internet Privacy" as measured by attendance logs. |
| Timeline | Annual Benchmarks |
| 2011-2012 | All certificated staff will participate in annual workshop. |
| 2012-2013 | All certificated staff will participate in annual workshop. |
| 2013-2014 | All certificated staff will participate in annual workshop. |

| Implementation Plan for Objective | | | |
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| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Develop workshops | Director of Technology Technology Committee | Identify or develop digital citizenship standards and curriculum by December 2011. Adopt plan by March 2012. | Presented to Technology Committee for adoption. |
| Teacher professional development trainings on Internet safety and Internet privacy. | Director of Technology Site Principals | Yearly beginning 2011-2012 school year. | Schedule of trainings and observation of curriculum taught in classroom. |
| Revise Internet safety and Internet privacy curriculum. | Director of Technology Technology Committee | August 2012; annually thereafter | Revised curriculum in place and used for workshops. |
| Review annual progress towards meeting participation goals. | Director of Technology Technology Committee | July 2012; annually thereafter. | Report to the Board on annual participation rates. |

Objective 3g.2. Student Curriculum: The district will adopt and implement curriculum for all students that teaches them to protect online privacy and avoid online predators.

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| Objective | The district will adopt and implement curriculum that addresses Internet safety and privacy issues for all students as measured by teacher self-reporting. |
| Timeline | Annual Benchmarks |
| 2011-2012 | No Baseline Data |
| 2012-2013 | 20% of all students will have been trained in online safety and privacy |
| 2013-2014 | 100% of all students will have been trained in online safety and privacy |

| Implementation Plan for Objective | | | |
|--|---|--|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Identify online privacy and online safety curriculum. | Director of Technology Technology Committee | Identify online privacy and online safety standards and available curriculum by December 2011. | Presented to Technology Committee for adoption. |
| Adopt or create Identify online privacy and online safety Curriculum | Director of Technology Technology Committee | Adopt or create curriculum by June 2012. | Presented to Technology Committee for adoption. |
| Implement curriculum in target pilot grade levels. | Director of Technology Site Principals Teachers | 2012-2013 School Year | Observation of lesson plans, ongoing evaluations from students and teachers of program, Principal observation of lessons implementation. Modifications made as needed. |
| Implement curriculum in all grade levels | Director of Technology | 2013-2014 School Year | Observation of lesson plans, ongoing evaluations from |

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| | Site Principals Teachers | | students and teachers of program, Principal observation of lessons implementation. Modifications made as needed. |
| Revise Internet safety and Internet privacy curriculum. | Director of Technology Technology Committee | August 2012; annually thereafter | Revised curriculum in place and used for workshops. |
| Review annual progress towards meeting participation goals. | Director of Technology Technology Committee | July 2012; annually thereafter. | Report to the Board on annual participation rates. |

3h. The district will implement policies and practices that ensure equitable technology access for all students.

The following goals and objectives have been developed by the Educational Technology Planning Committee to guide the implementation of technology to ensure appropriate access to all students. The committee will continue to monitor progress toward these goals, evaluate their effectiveness, and modify them as necessary (see section 3k).

The District will continue to seek ways to acquire home Internet connectivity for students without the means to pay the monthly service fees. The District will also work to provide hardware and connectivity to local youth agencies so that students will have more direct access when not at school. Student access at school sites will meet the minimum student to computer ratio and will be augmented and upgraded as needed. Wireless and virtualization infrastructures will be explored and deployed where appropriate.

Objective 3h.1. Student to Computer Ratio: The district will maintain a 3:1 student to computer ratio at each school (with a 5:1 ratio in each classroom).

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| Objective | The district will maintain at least a 3:1 student to computer ratio at each school (with a 5:1 ratio in each classroom) by implementing a funding and refresh plan. |
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| Timeline | Annual Benchmarks |
|-----------|---|
| 2011-2012 | No benchmark data |
| 2012-2013 | At least 20% of site computers are replaced as measured by purchase orders |
| 2013-2014 | An additional 20% of site computers are replaced as measured by purchase orders |

| Implementation Plan for Objective | | | |
|---|---|-------------------------------------|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Assess current and future computer needs by site, develop priority list | Director of Technology Site Administrator | By December 2011 | Report to Technology Committee |
| Develop funding and refresh plan | Director of Technology Assistant Superintendent | By June 2012 | Report to Technology Committee |
| Purchase and installation of 20% new equipment | Director of Technology Site Principals Technology Staff | By June 2013 and yearly there after | Purchase Orders for 20% of computer inventory and records of deployment at sites. |

Objective 3h.2. Access Outside of School: The district will provide dial up Internet access for students without Internet access at home, and will provide hardware to local youth serving agencies to provide additional opportunities for students to access the Internet outside of school, subject to the district's acceptable use agreement (AUP).

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| Objective | The District will provide dial up Internet access for all students without access at home and will provide hardware to local youth agencies to expand options for access outside of school as measured by work order completion. |
| Timeline | Annual Benchmarks |
| 2011-2012 | Boys and Girls Club will have 2 dial up lines installed and 10 machines installed by District. |
| 2012-2013 | Students and staff without Internet access at home will be provided with 3 lines to support dial in access. Boys and Girls Club will have 25 machines installed. |

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| 2013-2014 | Students and staff without Internet access at home will be provided with 4 lines to support dial in access. Boys and Girls Club will have 50 machines total installed. |
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| Implementation Plan for Objective | | | |
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| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Purchase and install 2 lines to support dial in access. | Director of Technology | June 2012 | Purchase Order and installation of equipment. |
| Purchase and installation of additional line to support dial in access. | Director of Technology | June 2013 | Purchase Order and installation of equipment. |
| Purchase and installation of 4 th line to support dial in access. | Director of Technology | June 2014 | Purchase Order and installation of equipment. Critical mass of 30% of students accessing system. |
| Install 10 machines in the community | Director of Technology | June 2012 | Machines are installed in Boys and Girls club or similar community organization |
| Install additional 15 community machines | Director of Technology | June 2013 | Machines are installed in Boys and Girls club or similar community organization |
| Install additional 25 community machines | Director of Technology | June 2014 | Machines are installed in Boys and Girls club or similar community organization |

Objective 3h.3. Wireless Access at School: The district will provide wireless Internet access at each school, which students can use to access the Internet with their own wireless devices.

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| Objective | The district will provide wireless Internet access at each |
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| | school as measured by an annual increase in access points. |
| Timeline | Annual Benchmarks |
| 2010-2011 | District will install 1 wireless device per 3 classrooms as measured by District inventories |
| 2011-2012 | District will install 1 access point per 2.66 classrooms and 33% of fields/district covered as measured by District inventories |
| 2012-2013 | District will install 1 access point per 2.33 classrooms and 66% of fields/district covered as measured by District inventories |
| 2013-2014 | District will install 1 access point per 2 classrooms and full coverage on district property as measured by District inventories |

| Implementation Plan for Objective | | | |
|--|-------------------------|---------------------------------|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Purchase and install in appropriate locations additional access points | Director of Technology | June 2012, June 2013, June 2014 | Purchase orders of access points and district deployment map. |

Objective 3h.4. Teacher and Administrator Technology: The district will provide all teachers and administrators with a laptop. Where appropriate, teachers will also be provided with a data projector, document camera, and interactive white board capabilities.

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| Objective | The district will provide all teachers and administrators with a laptop and appropriate technologies to support student learning. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 100% of all teachers and administrators will have a laptop to support student instruction as measured by district inventory of computers. |
| 2012-2013 | 100% of all teachers and administrators will have a laptop to support student instruction as measured by district inventory of computers. |
| 2013-2014 | 100% of all teachers and administrators will have a laptop to support student instruction as measured by district inventory of computers. |

| Implementation Plan for Objective | | | |
|-----------------------------------|-------------------------|-----------|---------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |

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|---|--------------------------------------|----------------------------------|---|
| Purchase computers to reach 100% of teachers and administration. | Director of Technology | June 2012 | Purchase orders and district inventory of computers. |
| Purchase replacement computers yearly (approximately 30 machines a year). | Director of Technology | June 2013 and yearly thereafter. | Purchase orders and district inventory of computers. |
| Purchase projectors, document cameras and IWB as needed. | Director of Technology Principals | Ongoing | Purchase orders and district inventory. Principals and technology committee will determine appropriate need of equipment. |

Objective 3h.5. Virtualization: The district will provide access to a virtual computing environment for all students and staff, both at school and at home.

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| Objective | The district will provide access to a virtual computing environment for all students and staff as measured by an increase in portal logins. |
| Timeline | Annual Benchmarks |
| 2011-2012 | A virtualization computing environment will be installed and piloted by 25 staff members including administrators and students as measured by portal logins. |
| 2012-2013 | 100 % of District staff will use virtualization environment to access district technology resources. A pilot group of all students in grade 9 will access district technology resources using a virtualization environment. Both objectives will be measured by portal logins. |
| 2013-2014 | 30% of students within the district will access district technology resources by means of a virtualization environment as measured by portal logins. |

| Implementation Plan for Objective | | | |
|--|--------------------------------|------------------|----------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Purchase hardware | Director of | June 2012 | Purchase orders |

| | | | |
|---|--|-----------|--|
| and software. | Technology | | |
| Installation of virtualization equipment. | Director of Technology | June 2012 | Report to Technology Committee |
| Pilot program with 25 administrators and teachers. | Director of Technology | June 2012 | Run reports of virtualization log in and usage. |
| All staff access virtual environment. | Director of Technology Principals | June 2013 | Professional development training sign-ins, usage reports. |
| Student pilot of virtual environment at 9 th grade | Director of Technology Pilot Teachers | June 2013 | Usage reports and student survey to program. |
| 30% of students access virtual environment. | Director of Technology Teachers | June 2014 | Usage reports and student survey to program. |

3i. The district will use technology to make student record keeping and assessment more efficient and supportive of teachers’ efforts to meet individual student academic needs.

The following goals and objectives have been developed by the Educational Technology Planning Committee to guide the implementation of technology to make student record keeping and assessment more efficient and supportive of teachers’ efforts to meet individual student academic needs. The committee will continue to monitor progress toward these goals, evaluate their effectiveness, and modify them as necessary (see section 3k).

The District is already a CSIS compliant district. Also, the implementation of Professional Learning Communities (PLCs) at each site in the District will benefit these efforts as well.

Note: Examples of such an LMS include *Blackboard*, *Haiku*, and *Moodle*. Ideally, the system adopted by the district will include interoperability with other record keeping and assessment systems (as required by objective 3.i.2) and will operate under a single-sign-on system for users who are already logged into other district resources.

Objective 3i.1. Data Warehouse: The district will expand district wide use of a shared data warehouse (such as *Data Director*) by teachers.

| | |
|------------------|---|
| Objective | The district will expand district wide use of a shared data |
|------------------|---|

| | |
|-----------------|---|
| | warehouse by teachers with increases measured annually. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 30% of teachers will use <i>Data Director</i> as measured by monthly logins. |
| 2012-2013 | 65% of teachers will use <i>Data Director</i> as measured by monthly logins. |
| 2013-2014 | 100% of teachers will use <i>Data Director</i> as measured by monthly logins. |

| Implementation Plan for Objective | | | |
|--|--|----------------------------------|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Professional Development to increase use of <i>Data Director</i> will be provided for both teachers and district administrators. | Director of Technology Principals | June 2012 and yearly thereafter. | Professional Development sign-ins, report of teacher <i>Data Director</i> use. |
| Define, develop and deliver site and district testing reports for use in planning instruction to meet district goals. | Director of Technology Testing Director | June 2013 | Data included in annual district reports and updated as necessary. |

Objective 3i.2. Interoperability of Data: The district will adopt and implement technologies that ensure interoperability of data between student record keeping and assessment systems.

| | |
|------------------|---|
| Objective | Description: The district will adopt and implement technologies that ensure interoperability of data between SIS and assessment systems. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 50% of student assessment systems will be interoperable as measured by annual information technology inventories. |
| 2012-2013 | 75% of student assessment systems will be interoperable as measured by annual information technology inventories. |
| 2013-2014 | 100% of student assessment systems will be interoperable as measured by annual information technology inventories. |

| Implementation Plan for Objective | | | |
|---|-------------------------|----------------------------------|--------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Identify technologies for ensuring interoperability of data systems | Director of Technology | December 2011 | Report to Technology Committee |
| Work with application vendors to increase the interoperability of system implementations without redundancy (data/process). | Director of Technology | December 2011 and as necessary | Report to Technology Committee |
| Deploy technologies to facilitate data interoperability | Director of Technology | June 2012 and yearly thereafter. | Report to Technology Committee |

Objective 3i.3. LMS: The district will explore the adoption of an online learning management system (LMS) with integrated record keeping and assessment tools.

| | |
|------------------|---|
| Objective | The District will explore and implement a learning management system (LMS) to support student learning. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 10 teachers will use the LMS as measured by monthly logins. |
| 2012-2013 | 33% of staff will use LMS as measured by monthly logins. |
| 2013-2014 | 66% of staff will use LMS as measured by monthly logins. |

| Implementation Plan for Objective | | | |
|--|--|--------------|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Investigate and adopt an LMS. | Director of Technology Technology Committee | June 2012 | Technology Committee report. |
| Pilot LMS with staff, including training 10 pilot teachers at the high school level. | Director of Technology Principals | June 2012 | Training sign-in sheets. Report on usage. |
| Analyze results of pilot program, make | Director of Technology | January 2013 | Analysis report; professional |

| | | | |
|---|------------------------|-----------|---|
| adjustments and plan for professional development. | Principals | | development schedules. |
| Professional development on LMS for all staff in grades K-12. | Director of Technology | June 2013 | Training sign-in sheets. Report on usage. |
| Integration of LMS with other district technologies. | Director of Technology | June 2013 | Technology Committee report. |

3j. The district will use technology to improve two-way communication between home and school.

The following goals and objectives have been developed by the Educational Technology Planning Committee to guide the implementation of technology to make teachers and administrators more accessible to parents. The committee will continue to monitor progress toward these goals, evaluate their effectiveness, and modify them as necessary (see section 3k).

Objective 3j.1. Existing Systems: The district will maintain use of phone, email, and web systems for communicating district business with parents, including a call-out system, phones (and voicemail) for all teachers, an email distribution system, email for all teachers, and an online portal for grades (and attendance).

| | |
|------------------|--|
| Objective | The District will maintain high-speed voice and data networks, websites, email systems, and an online portal for communicating with parents and staff. |
| Timeline | Annual Benchmarks |
| 2011-2012 | Annual review will be conducted as measured by usage statistics provided in annual technology committee report. |
| 2012-2013 | Annual review will be conducted as measured by usage statistics provided in annual technology committee report. |
| 2013-2014 | Annual review will be conducted as measured by usage statistics provided in annual technology committee report. |

| Implementation Plan for Objective | | | |
|--|--------------------------------|------------------|----------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |

| | | | |
|---|--------------------------------------|--------------|--|
| Telecommunications infrastructure will be updated as needed to ensure communication is facilitated. | Director of Technology | Annually | Technology Committee report. |
| Reports, registration forms and newsletters will be posted on the District website. Parent links and resources on District and school site websites will be enhanced. | Director of Technology Principals | January 2012 | Technology Committee report. Annual parent survey |
| Website analytics will be evaluated to determine traffic patterns. This information will guide future web development. | Director of Technology | Annually | Technology Committee Report |

Objective 3j.2. Emergency Response System: The district will adopt and implement an emergency response system that includes the ability to call-out and text-out to parents.

| | |
|------------------|--|
| Objective | The District will identify and implement an emergency response system (ERS) to communicate with parents via call-out and text. |
| Timeline | Annual Benchmarks |
| 2011-2012 | An ERS system will be implemented and its effectiveness measured by a pilot test. |
| 2012-2013 | Annual review will be conducted as measured by usage statistics provided in annual technology committee report. |
| 2013-2014 | Annual review will be conducted as measured by usage statistics provided in annual technology committee report. |

Implementation Plan for Objective

| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
|---------------------------------------|-------------------------|---------------|---|
| Identify emergency response system | Director of Technology | November 2011 | Technology Committee report. |
| Pilot the system and analyze results. | Director of Technology | March 2012 | Technology Committee report. Feedback from parents and staff |
| Fully implement the system | Director of Technology | August 2012 | Technology Committee report. Feedback from parents |
| Train all site administrators | Director of Technology | August 2012 | Technology Committee report. |

3j.3. Two-Way Web Sites: The district will provide the capability for all teachers to maintain a frequently updated web site that allows two-way communication with parents (e.g. a blog, wiki, social network, podcast, LMS, or similar service with comment, discussion, or forum features).

| | |
|------------------|--|
| Objective | The District will provide all teachers with an editable website to enhance student learning and increase home-to-school communication. |
| Timeline | Annual Benchmarks |
| 2011-2012 | District will adopt LMS or web authoring platform and pilot program with 10 teachers as measured by monthly logins. |
| 2012-2013 | 33% of staff will use LMS or Web Authoring Platform as measured by monthly logins. |
| 2013-2014 | 66% of staff will use LMS or Web Authoring Platform as measured by monthly logins. |

| Implementation Plan for Objective | | | |
|---|--|-------------|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Investigate and adopt an LMS or Web Authoring Platform. | Director of Technology Technology Committee | August 2011 | Technology Committee recommendations and report. |

| | | | |
|--|--------------------------------------|-------------|--|
| Pilot LMS Web Authoring Platform with staff, including training pilot high school teachers . | Director of Technology Principals | August 2011 | Training sign-in sheets. Report on usage. |
| Professional development on LMS Web Authoring Platform. | Director of Technology | June 2012 | Training sign-in sheets. Report on usage. |
| Integration of LMS Web Authoring Platform with other district technologies. | Director of Technology | June 2012 | Technology Committee report. |
| Train parents on use of LMS or Web Authoring Platform use. | Director of Technology | June 2012 | Parent event sign in sheets, event scheduler, evidence of parent participation in discussion forum, podcast or other community features. |

Note: In most cases, frequently updated can be taken to mean the site is updated at least once per week.

Objective 3k. The district will monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities.

The following process has been developed by the Educational Technology Planning Committee to monitor whether the above goals and objectives are being implemented according to the established benchmarks and timelines. This process will also facilitate the evaluation of whether or not the implementation plans have been effective.

Objective 3k.1. Quarterly Review: The district technology committee will meet on a quarterly basis to monitor progress on the annual curriculum benchmarks and to take action if necessary to ensure that the benchmarks are met.

| | |
|------------------|--|
| Objective | The District Technology Committee will meet quarterly to review and monitor progress on annual benchmarks. |
| Timeline | Annual Benchmarks |

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| | |
|-----------|--|
| 2011-2012 | Technology committee will produce an annual report documenting progress against annual benchmarks. |
| 2012-2013 | Technology committee will produce an annual report documenting progress against annual benchmarks. |
| 2013-2014 | Technology committee will produce an annual report documenting progress against annual benchmarks. |

| Implementation Plan for Objective | | | |
|---|--|---|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Quarterly Meetings of Technology Committee | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Meeting agenda and sign in sheets. |
| Review data, evaluate and recommend strategies to help meet the technology plan benchmarks. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Monitoring and recommendations from meetings reflected in agenda and annual report. |
| Annual Technology Committee Report | Technology Committee | June 2012 and yearly thereafter. | Yearly report. |

Objective 3k.2. Annual Rewrite: The district technology committee will meet on an annual basis to review progress on the annual benchmarks and to rewrite benchmarks for the following year(s) if necessary.

| Objective | The District Technology Committee will meet annually to review progress on annual benchmarks and rewrite benchmarks for subsequent years as necessary. | | |
|-----------------------------------|--|-------------------|---------------------------|
| Timeline | Annual Benchmarks | | |
| 2011-2012 | Technology committee will produce an annual rewrite of annual benchmarks as necessary. | | |
| 2012-2013 | Technology committee will produce an annual rewrite of annual benchmarks as necessary. | | |
| 2013-2014 | Technology committee will produce an annual rewrite of annual benchmarks as necessary. | | |
| Implementation Plan for Objective | | | |
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Quarterly Meetings of | Director of | December 2011 and | Meeting agenda and |

| | | | |
|--|---|---|---|
| Technology Committee | Technology Technology Committee | quarterly thereafter. | sign in sheets. |
| Monitor annual benchmarks and recommend changes if necessary. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Monitoring and recommendations from meetings reflected in agenda and annual report. |
| If changes are required, then identify factors that prevented benchmarks from being met. | Director of Technology Technology Committee Site Principals | December 2011 and quarterly thereafter. | Annual report documents the factors that prevented benchmarks from being met. |
| Annual Technology Committee Report with rewritten benchmarks if necessary. | Technology Committee | June 2012 and yearly thereafter. | Yearly report with rewritten benchmarks if necessary. |

4. Professional Development

This section is the key to successful implementation of the curriculum goals above. It begins by providing a summary of the teachers’ and administrators’ current technology skills and their needs for professional development. In light of this needs assessment, the remainder of the section lays out the professional development driven technology goals that will guide planning and implementation for the duration of this plan.

The goals presented in this section all support the curriculum goals in the previous section. Specific professional development objectives include providing teachers with differentiated professional development, online professional development, and additional support from their administrators, tech lead teachers, and peers.

This section concludes with a plan for monitoring progress on these goals. The district technology committee will meet on a quarterly basis to monitor progress on the annual benchmarks and to take action to ensure that the benchmarks are met. The committee will also come together on an annual basis to evaluate the goals and modify them for the following year(s) if necessary.

In addition to the curriculum goals presented above, the goals presented in this section are the driving force behind the infrastructure and funding sections that follow.

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

In order to determine the current state of technology skills within the district, the Technology Committee developed a self-selected survey instrument to use in evaluating teachers and district administrators. The surveys were released in September 2010 and the results analyzed. The results of the survey were used to develop the goals for technology staff development.

Administrators' Current Technology Skills

Administrative technology expertise varies from beginning to advanced stages. Most administrators have at least basic technology skills, as they are required to communicate via e-mail with parents, staff and those under their supervision. There is also a disparity in expertise in areas such as using technology to analyze and monitor student performance and staff professional development needs. Many administrators, although not necessarily advanced users of technology themselves, recognize the need and the potential of these resources in the hands of our teaching and student populations.

Figure 5: Home-to-School Communication

Using technology to communicate with parents

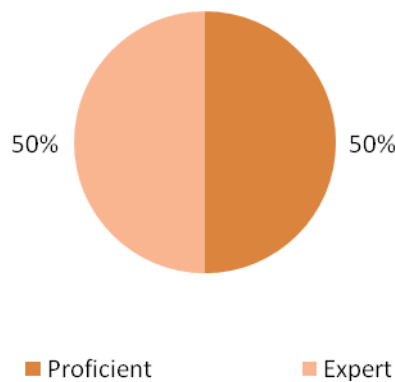


Figure 6: Analyzing and Monitoring Student Achievement Data

Using technology to analyze and monitor student achievement data.

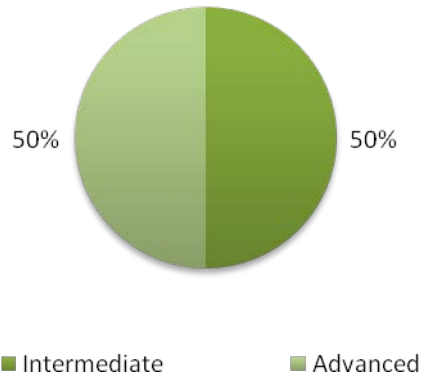
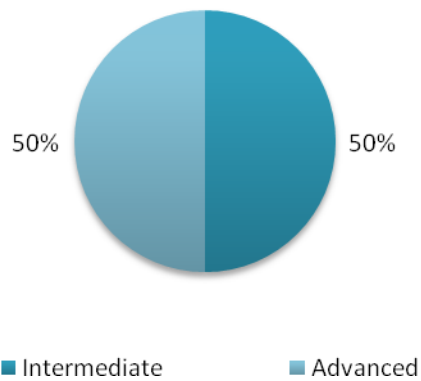


Figure 7: Monitoring Staff Professional Development

Using technology to monitor staff professional development needs



Administrator Professional Development Needs

The greatest area for administrator professional development in support of this plan's Curriculum Goals is focused on supporting teachers in the integration of technology into instruction. In order for teachers to be successful in this endeavor, they need to be supported by administrators who are both skilled at using technology in the classroom to support learning for all students and share the vision that educational technology can have a positive effect on student outcomes. To that end, it is recommended that all administrators attend teacher professional development where appropriate in order to develop knowledge on technology integration into the curriculum and to identify ways that instructional technology can be better leveraged at the site and district levels to support student learning outcomes and District goals.

Teachers' Current Technology Skills

In analyzing the current survey data from teachers, it is evident that teachers are most confident in their ability to use technology to manage student records and communicate with others via email (figures 8 & 9). Teachers report being comfortable with selecting software that aligns to content standards and using technology in the classroom to engage students (figures 10 & 11).

Figure 12 shows additional teacher instructional technology skills and where the staff falls on the continuum from beginner to expert.

Figure 8: Managing Student Records

Using computer applications to manage student records

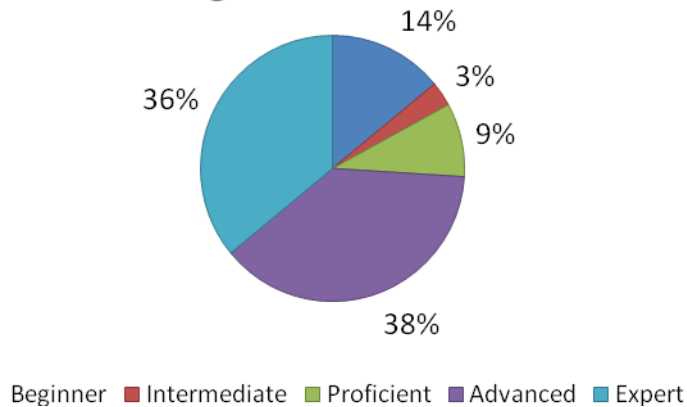
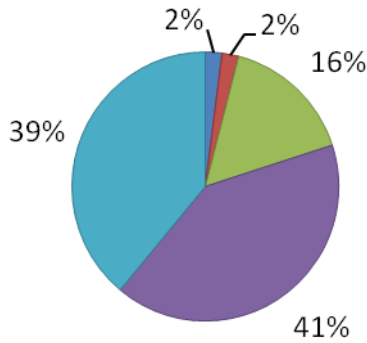


Figure 9: Using Email for Communication

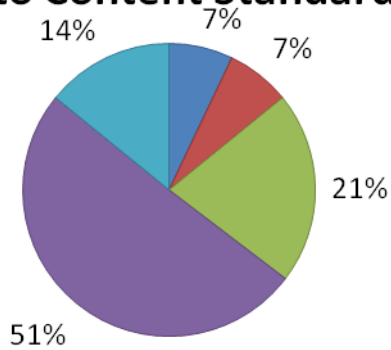
Using email for communication



Beginner Intermediate Proficient Advanced Expert

Figure 10: Selecting Software in Support of Standards

Selecting Software that Aligns to Content Standards



Beginner Intermediate Proficient Advanced Expert

Figure 11: Increase Student Engagement & Motivation

Using Technology to Increase Student Engagement & Motivation

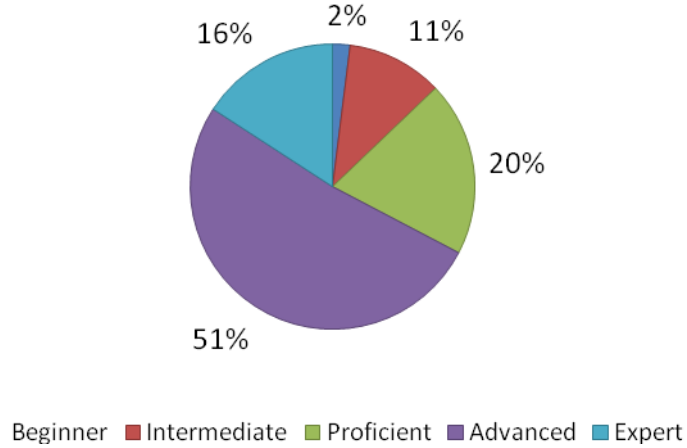


Figure 12: Additional Teacher Instructional Technology Skills

| | Beginner | Intermediate | Proficient | Advanced | Expert |
|--|----------|--------------|------------|----------|--------|
| Analyzing best practices and research findings on the use of technology and designing lessons accordingly. | 5% | 14% | 34% | 38% | 9% |
| Use established selection criteria to evaluate instructional technology materials | 7% | 13% | 35% | 41% | 4% |
| Competency in the use of electronic research tools assessing the authenticity and reliability of data | 5% | 13% | 23% | 46% | 13% |
| Understanding of copyright issues and issues of privacy, security, safety and acceptable use. | 4% | 4% | 25% | 51% | 16% |
| Interacting and communicating with other professionals through a variety of | 4% | 11% | 28% | 44% | 13% |

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| | | | | | |
|--|-----|-----|-----|-----|-----|
| methods, including the use of computer-based collaborative tools. | | | | | |
| Using technological resources available inside the classroom or in library media centers, computer labs, local and county facilities, and other locations to create technology enhanced lessons aligned with the adopted curriculum. | 7% | 14% | 27% | 45% | 7% |
| Designing, adapting, and using lessons which address the students' needs to develop information literacy and problem solving skills as tools for lifelong learning. | 4% | 11% | 30% | 42% | 13% |
| Using technology in lessons to increase students' ability to plan, locate, evaluate, select, and use information to solve problems and draw conclusions. | 9% | 18% | 28% | 36% | 9% |
| Using computer applications to manipulate and analyze data as a tool for assessing student learning and for providing feedback to students and their parents. | 11% | 9% | 25% | 46% | 9% |
| Frequently monitor and reflect upon the results of using technology in instruction and adapt lessons accordingly. | 11% | 14% | 21% | 43% | 11% |

Teacher Professional Development Needs

The greatest area for teacher professional development in support of this plan’s Curriculum Goals focuses on integration of technology into instruction. In review of teacher current skills, it

is desirable to move a greater percentage of teachers into the advanced or expert ranges as related to the successful and deliberate integration of technology into the curriculum. Figure 13 demonstrates a need for teachers to develop their ability to analyze best practices on the use of technology when designing lesson plans. In figure 14, we see a verified need for teachers to examine a variety of available technologies and select the most appropriate for the task.

Figure 13: Analyzing Best Practices On the Use of Technology

Analyzing best practices and research findings on the use of technology and designing lessons accordingly

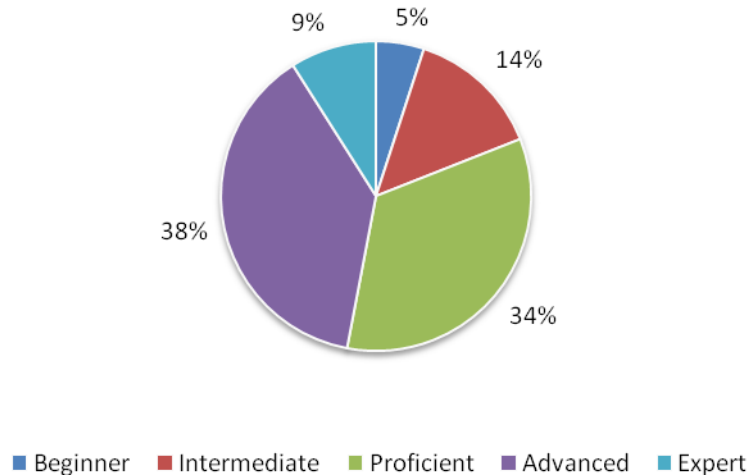
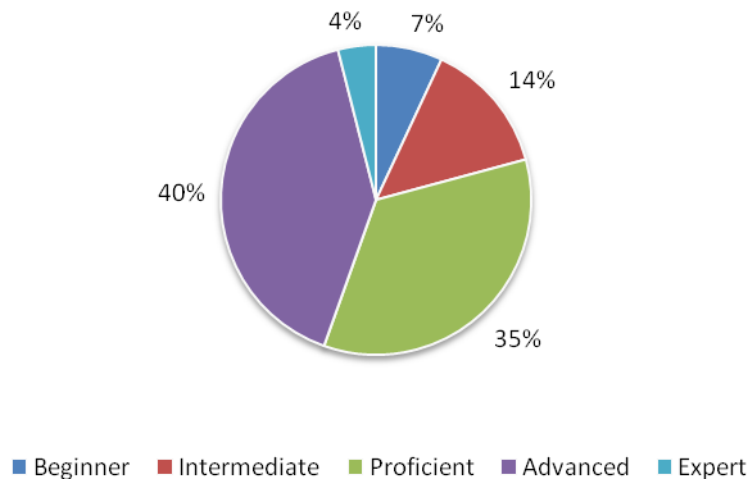


Figure 14: Evaluating Instructional Technology Materials

Use established selection criteria to evaluate instructional technology materials



4b. All staff will receive professional development opportunities based on district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d – 3j) of the plan.

The following goals and objectives have been developed by the Educational Technology Planning Committee to guide the implementation of professional development to support curriculum goals 3d through 3k. The committee will continue to monitor progress toward these goals, evaluate their effectiveness, and modify them as necessary (see section 4c).

The content of the professional development offered in keeping with the goals below will also explicitly support one or more of the curriculum section goals above.

Objective 4b.1. Tech Lead Teachers: The district will continue its practice of building capacity at each school site by identifying and supporting tech lead teachers who provide leadership and professional development for their peers.

| | |
|------------------|--|
| Objective | The District will identify and support tech lead teachers at each site with training in order to build capacity and technology leadership. |
| Timeline | Annual Benchmarks |
| 2011-2012 | At least one tech lead teacher is identified at each site as measured by school rosters. |
| 2012-2013 | At least one tech lead teacher is identified at each site as measured by school rosters. |
| 2013-2014 | At least one tech lead teacher is identified at each site as measured by school rosters. |

| Implementation Plan for Objective | | | |
|---|--|---|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Identify tech lead teachers | Director of Technology Technology Committee Principals | September 2011, ongoing as needed | Each site has at least one tech lead teacher |
| Provide additional and unique professional development for lead tech teachers including bringing in | Director of Technology Technology Committee | October 2011 & March 2012, ongoing annually | Workshop sign in sheets Workshop evaluations |

| | | | |
|--|--------------------|------------------------------|--|
| outside experts. | | | |
| Tech lead teachers conduct annual professional development workshop at their sites on topics that support district curriculum and annual technology plan benchmarks. | Tech lead teachers | April 2012, ongoing annually | Number of workshops provided at each site Workshop sign in sheets Workshop evaluations |

Objective 4b.2. Differentiated Professional Development: Staff will receive differentiated (or individualized) professional development based upon their own needs, including their skill level and comfort level with technology. This will happen through a variety of means, including shorter workshops differentiated by ability or comfort level - and individual coaching when necessary.

| | |
|------------------|--|
| Objective | The District will provide differentiated staff professional development opportunities based upon individual needs. Staff needs will be determined by results of a survey administered to both teachers and administrators. |
| Timeline | Annual Benchmarks |
| 2011-2012 | At least 3 individualized professional development sessions will be implemented for elementary staff as measured by attendance logs. |
| 2012-2013 | At least 5 individualized professional development sessions will be implemented for middle school staff as measured by attendance logs. |
| 2013-2014 | At least 7 individualized professional development sessions will be implemented for District staff as measured by attendance logs. |

| Implementation Plan for Objective | | | |
|---|--|---------------------------|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Develop a training calendar to support the curriculum goals outlined in section 3 | Technology Committee Principals | October 2011; annually | Training calendar is developed; updated twice a year |
| Conduct trainings for teachers, | Director of | October | Training attendance |

| | | | |
|--|--|--------------------------|---|
| <p>administrators, and tech support (where applicable) on the following topics in support of the goals outlined in section 3</p> <ul style="list-style-type: none"> • Supporting middle & high school ELL students using <i>Scholastic Read 180</i> • Supporting elementary ELL students using <i>Successmaker</i> • Supporting ELL students in grades 4-12 using the <i>MyAccess!</i> writing program • Creating and using common assessments in <i>Data Director</i> • Using/adding to shared Rtl repository • Embedding technology into instruction • Using LMS to facilitate online learning • How to facilitate learning in an online/blended learning environment. • Provide professional development on ISTE NETS standards for students. • Provide professional development on Internet safety, privacy, ethics, copyright, and digital citizenship • Accessing virtualized environment for professional use and with students • Managing data better with <i>Data Director</i> • Managing the emergency response system (administrators and tech support staff only) | <p>Technology</p> <p>Tech lead teachers Principals</p> <p>Outside vendors (where applicable)</p> | <p>2011; ongoing</p> | <p>logs; teacher self-reports on annual District technology survey.</p> |
|--|--|--------------------------|---|

| | | | |
|--|--|---------------------------|---|
| <ul style="list-style-type: none"> Authoring content for the web to increase home-to-school communication | | | |
| Evaluate professional development training effectiveness for each curriculum objective | Technology Committee Tech Lead Teachers Principals | March 2012, ongoing | Evaluated annually by tech committee. |
| Revise/append training calendar | Technology Committee Tech Lead Teachers Principals | June-August 2012; ongoing | Revised schedules are published on the web; staff |

Objective 4b.3. Online Professional Development: Staff will have access to online professional development opportunities, such as tutorials, videos, Q&A databanks, discussion forums, and online classes.

| | |
|------------------|---|
| Objective | Online professional development resources will be made available for staff to participate in 'on demand' in support of district curriculum goals. |
| Timeline | Annual Benchmarks |
| 2011-2012 | At least 20% of staff will access online technology resources as measured by monthly portal logins. |
| 2012-2013 | At least 35% of staff will access online technology resources as measured by monthly portal logins. |
| 2013-2014 | At least 50% of staff will access online technology resources as measured by monthly portal logins. |

| Implementation Plan for Objective | | | |
|--|---|------------------------|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Identify web-based location of materials and resources to support district curriculum and tech plan goals. | Directory of Technology Technology Committee | November 2011 | Location is identified and online for teacher and administrator access. |
| Online tutorials and videos are sourced | Technology Committee | March 2012; March 2013 | Online tutorials and videos are online or |

| | | | |
|---|--|----------------|--|
| from developers or created in house | Tech Lead Teachers | | teacher and administrator access. |
| All District administrators are trained on accessing online resources. | Director of Technology | May 2012 | Training schedule and sign in sheets |
| High school staff is trained on accessing online resources. | Tech lead teachers | May 2012 | Training schedule and sign in sheets |
| Elementary and middle school staff are trained on accessing online resources. | Tech lead teachers | June 2012 | Training schedule and sign in sheets |
| Discussion forums are implemented | Director of Technology | September 2013 | Forums are online and in use by teachers |
| Online courses are implemented | Director of Technology Technology Committee | September 2013 | Courses are online and in use by teachers and administrators |

4c. The district will monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

The following process has been developed by the Educational Technology Planning Committee to monitor whether the above goals and objectives are being implemented according to the established benchmarks and timelines. This process will also facilitate the evaluation of whether or not the implementation plans have been effective.

Objective 4c.1. Quarterly Review: The district technology committee will meet on a quarterly basis to monitor progress on the annual benchmarks above and to take action if necessary to ensure that the benchmarks are met.

| | |
|------------------|---|
| Objective | The District Technology Committee will meet quarterly to review and monitor progress against annual benchmarks. |
| Timeline | Annual Benchmarks |

| 2011-2012 | Technology committee will produce an annual report documenting progress against annual benchmarks. | | |
|--|--|---|---|
| 2012-2013 | Technology committee will produce an annual report documenting progress against annual benchmarks. | | |
| 2013-2014 | Technology committee will produce an annual report documenting progress against annual benchmarks. | | |
| Implementation Plan for Objective | | | |
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Quarterly Meetings of Technology Committee to discuss progress towards the professional development objectives of the technology plan. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Meeting agenda and sign in sheets. |
| Evaluate effectiveness and recommend any changes to the professional development section of the technology plan. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Monitoring and recommendations from meetings reflected in agenda and annual report. |
| Include professional development evaluation in the Annual Technology Committee Report | Technology Committee | June 2012 and yearly thereafter. | Yearly report. |

Objective 4c.2. Annual Rewrite: The district technology committee will meet on an annual basis to monitor progress on the annual benchmarks and to rewrite benchmarks for the following year(s) if necessary.

| | |
|------------------|---|
| Objective | The District Technology Committee will meet annually to monitor progress against annual benchmarks and rewrite benchmarks as necessary. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 90% of technology committee members will attend quarterly meetings as measured by sign in sheets. |

| 2012-2013 | 90% of technology committee members will attend quarterly meetings as measured by sign in sheets. | | |
|---|---|---|---|
| 2013-2014 | 90% of technology committee members will attend quarterly meetings as measured by sign in sheets. | | |
| Implementation Plan for Objective | | | |
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Schedule quarterly Meetings of Technology Committee | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Meeting agenda and sign in sheets. |
| Monitor progress towards meeting annual benchmarks and recommend changes in staff development if necessary. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Monitoring and recommendations from meetings reflected in agenda and annual report. |
| Annual Technology Committee Report with rewritten benchmarks in staff development if necessary. | Technology Committee | June 2012 and yearly thereafter. | Yearly report with rewritten benchmarks if necessary. |

5. Infrastructure, Hardware, Software, and Support

This section addresses the infrastructure, hardware, software, and support necessary to implement and support the curriculum and professional development goals of the technology plan. It begins with a description of the existing hardware, Internet access, electronic learning resources, and technical support already in the district that could be used to support the Curriculum and Professional Development Components of the plan. This is followed by a description of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support still needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan. In light of this needs assessment, the remainder of the section lays out goals that will guide planning and implementation for the duration of this plan.

Specific objectives include providing all teachers and administrators with laptops, maintaining a 3:1 or greater student to computer ratio at each school, offering a virtual computing environment for students and staff to access remotely, adopting an online learning management system, expanding the current emergency response systems, and providing teachers and technical staff with screen capture software for creating instructional videos. In addition, the district plans to provide the necessary physical plant modifications and technical support to make these things possible. Technical support objectives include training technical staff, providing online tutorials for other district staff, and creating a formal program for enlisting students in the technical support process - that also helps the participating students to develop valuable skills for their future. In addition, the district will continue to identify a tech lead teacher at each site to help support the rest of the faculty.

This section concludes with a plan for monitoring progress on these goals. The district technology committee will meet on a quarterly basis to monitor progress on the annual benchmarks and to take action to ensure that the benchmarks are met. The committee will also come together on an annual basis to evaluate the goals and modify them for the following year(s) if necessary.

In addition to the curriculum and professional development goals presented in previous sections, the goals presented in this section are the driving force behind the funding section that follows.

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 (Sections 3 & 4) of the plan.

The goal of the Laguna Beach Unified School District is to provide equal access to high quality instruction and instructional materials for all students. Accordingly, 100% of the District school sites are connected to the Internet and as Figure 15 shows 98.16% of district computers are connected to the Internet. All classrooms are equipped with Internet access and the district is looking at implementing district wide wireless solutions. Figure 16 highlights that 75% of District computers were purchased within the last 4 years. Figure 17 details an expected net gain of 6.33% in computers as the older equipment is phased out and new equipment is purchased. Figure 18 illustrates a District commitment to technical support with a staffing of nearly 3.5 FTE for every 1000 students.

Figure 15: Computers Connected to the Internet

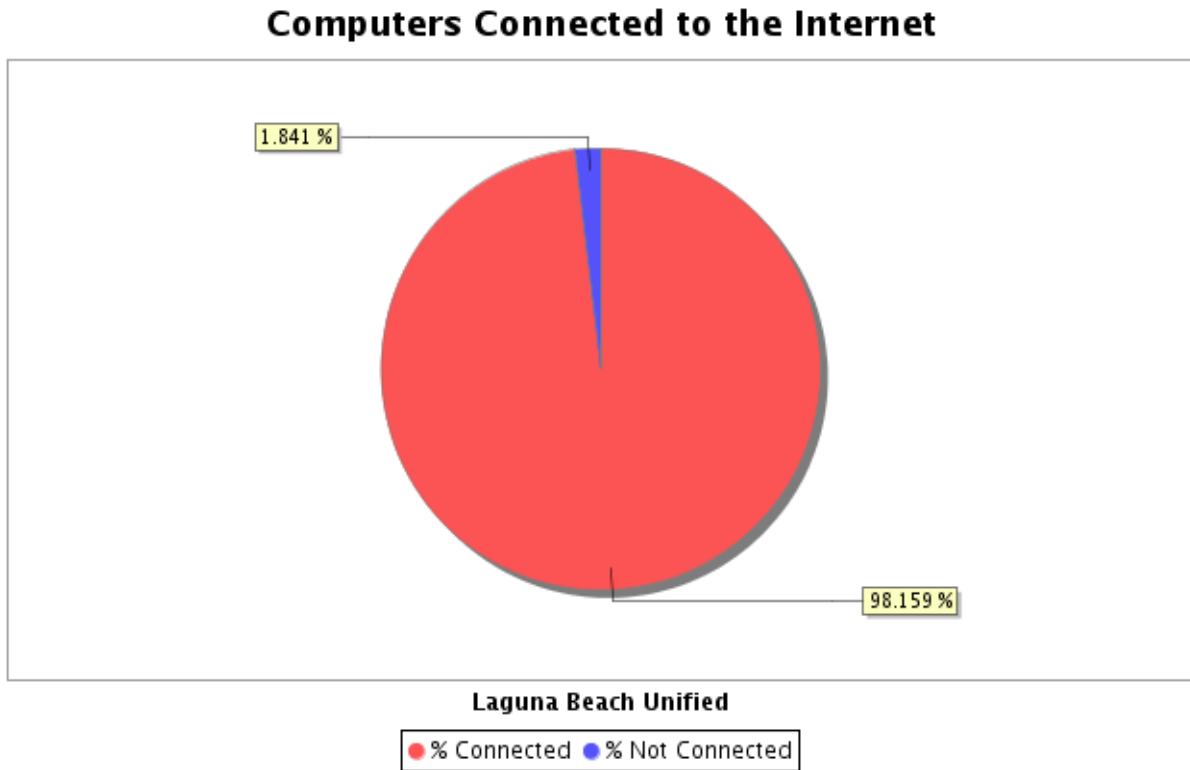


Figure 16: Computer Age

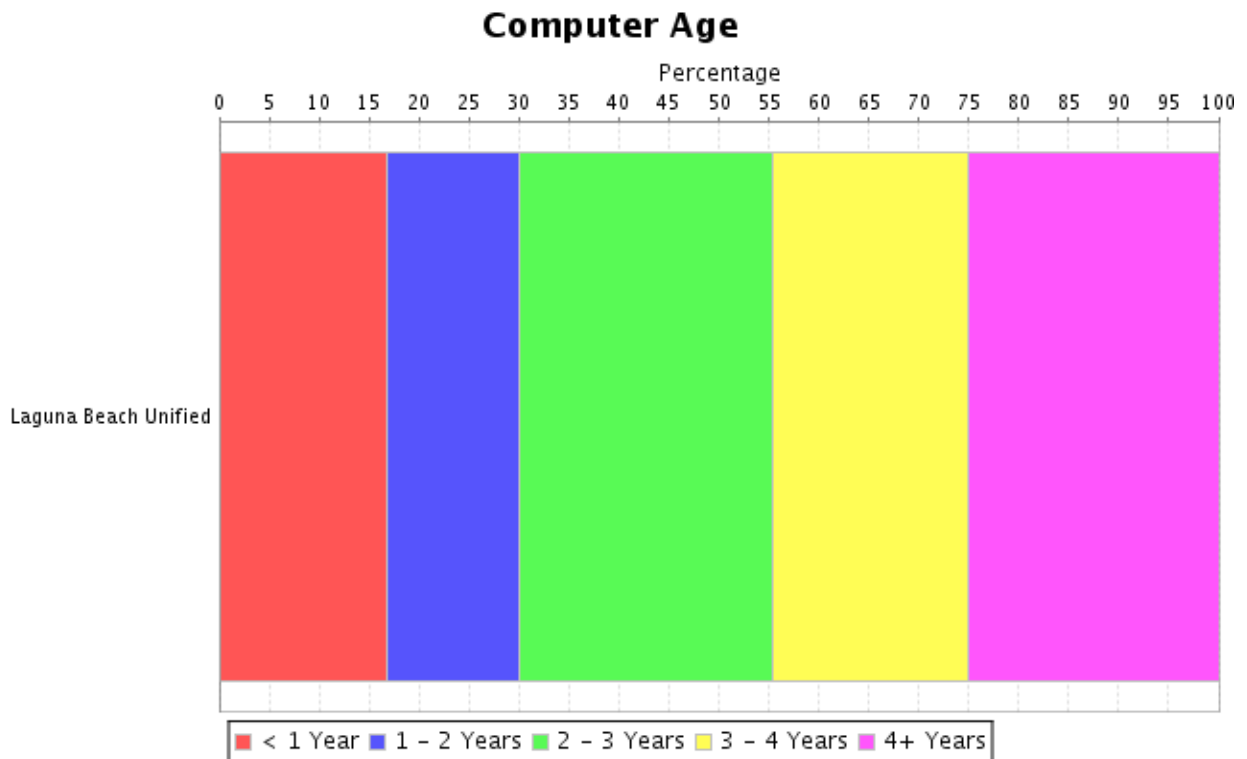


Figure 17: Figure 3: Expected Change in Computer Availability

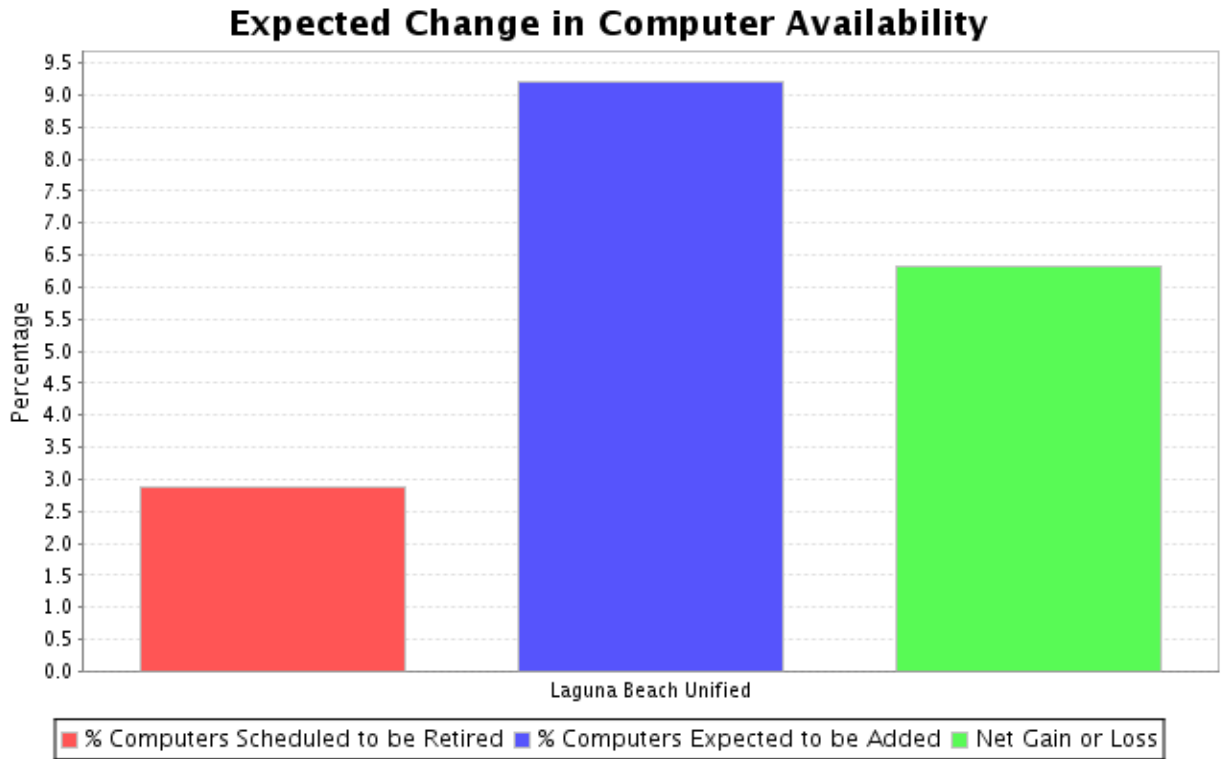
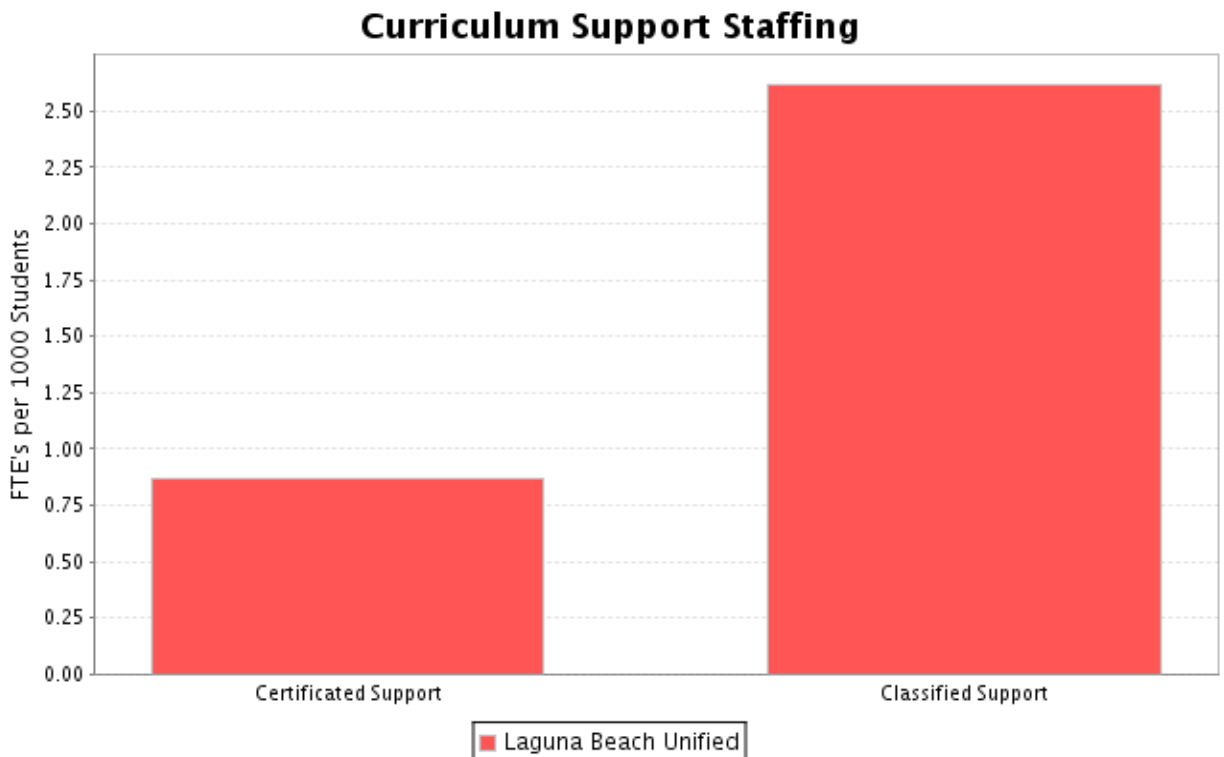


Figure 18: Support Staffing



The resources required to achieve the curriculum and professional development goals fall into four major categories and are described in detail in the sections that follow.

Hardware

Technology hardware is defined in this plan as all of the end user equipment necessary to meet the goals of curriculum integration and professional development. Over the past three years, the District has made considerable technology hardware investments to support curriculum and professional development. It is anticipated that during the duration of this plan, the District will begin to utilize virtualization (of both servers and desktops) and more extensive cloud computing to diminish the need to continuously invest in hardware. By doing so, the District will be able to leverage less expensive devices to access both web and electronic learning resources.

The following chart shows District ratios of students to instructional computers based upon September 2010 enrollment data. The chart also shows numbers of computers in classrooms and lab settings per inventory reports from September 2010.

Figure 19: Student: Computer Ratio

| Total Computers | Student: Computer Ratio | # of computers in classrooms | # of computers in labs |
|-----------------|-------------------------|------------------------------|------------------------|
| 1158 | 3.1:1 | 662 | 496 |

Electronic Learning Resources

In this plan, Electronic Learning Resources (ELRs) are defined as all of the software components in any format, individual CD, online, or via network servers necessary to meet the goals and objectives of both the Curriculum Integration and Professional Development sections. There are two distinct categories of ELRs referenced in this plan. The first category is referred to as Learning Applications, which are used to support and complement curriculum. The second is referred to as Administrative Applications, which both administrators and teachers use to support effective instructional planning and operations of the school environment. Examples include the student information system (SIS), decision support systems, and financial systems to assist in planning and operations.

The District has a large number of current resources available to enhance teaching and learning that go well beyond word processing, spreadsheet development, presentation creation, or performing research on the Internet. These applications include content-specific programs designed to support mastery of language arts and mathematics content standards. Examples include *Read Naturally*, *Successmaker*, *Scholastic Read 180*, *Waterford Early Learning*, and

Orchard among others; CDs and website resources included with state-adopted textbooks; and learning services such as *MyAccess!* writing and *Type to Learn*. Additionally, all teachers and administrators have access to the California Learning Resources Network (CLRN) a California Department of Education (CDE) tool that teachers and administrators have available to select electronic learning resources meeting state standards.

Under the second category, Administrative Applications, the District currently has three major systems that fall under this category, which include 1) *Aeries* (Student Information System), 2) *DataDirector* (assessment data), and 3) *Schoolwide Information System* (SWIS) for behavioral data.

Upgrades to the administrative systems over the past several years assist the District to more efficiently and accurately collect and report required data to local, state, and federal agencies. These systems also serve to better inform instructional decision-making by enabling the District to assess and forecast student performance as well as modifying curricula to maximize teaching and learning. As stated in Objective 3i.2, the District is working to ensure the interoperability of data between all applications and systems implemented within the district in order to improve and enhance that decision-making process.

Networking and Telecommunications Infrastructure

Internet connectivity within the District is very robust. The district has a 50 mb connection out provided by Cox Internet Service Provider (ISP). The District also has a 10 mg fiber connection to the County Office of Education for data connectivity. The down connection is a 500 meg connection configured in a hub and spoke. Each site within the District has a 500 mb fiber connection with 100 mb to each computer. There is also full wireless infrastructure at 3 of the 4 sites.

The district telecommunications infrastructure is a combination of traditional telephone systems newer technologies. The District recently added Voice over IP (VoIP) at the district office and portions of the high school provide cost savings that are applied to other infrastructure needs. Over time, the District intends to expand this out to all of the sites to realize further savings.

Physical Plant Modifications

To ensure that all school sites have adequate electrical power and data cabling to accommodate the technologies defined within this plan, the IT department will work with facilities personnel to modify and amend all specifications pertinent to technology where necessary.

Technical Support

Technical Support is defined in this plan as all of the resources necessary to guarantee efficient operations of Technology Hardware, Electronic Learning Resources and Network and Telecommunications Infrastructure. Components under this category of the plan include but are not limited to operational staff, help desk tools, and personnel and maintenance contracts, all of which are dedicated to maintaining and enhancing instructional and administrative technology hardware and software.

There are three categories of support that are essential to the success of this plan: 1) end-user support (help desk, bundling support service with software providers where possible, coaching model), 2) hardware support (service agreements, extended warranties, lease agreements, support staff), and 3) technical support (servers, phones, telecommunications). The IT Department has the primary responsibility to support technology use in the District. Currently IT covers all classes of support.

The IT department currently has five classified staff members dedicated to supporting the technology needs of the District. This number includes the Director of Technology, applications support staff, hardware support, and a database/server administrator. In addition, the department has one teacher on special assignment (TOSA) and two Technology Lead Teachers at each site for a total of eight across the District. By leveraging this entire staff, the Department is able to adequately cover all three categories of support.

Additionally, help desk services are bundled with some program contracts and the District is moving to hosted solutions whenever reasonable so in-house support can focus more fully on instructional strategies and curriculum integration. As such, the Information Technology Director, in conjunction with the Technology Planning Committee, coordinates instructional technology planning efforts, professional development, curriculum integration, and other areas directly related to the District strategic goals. The plan also calls for continued support of site technology leads at each school location to build technical expertise and collaboration among certificated staff as well as handling minor support issues.

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.

To achieve the 24 goals in support of curriculum and the three goals defined in the area of professional development, a robust technological foundation must be expanded upon and

maintained over time. Many components of this technological foundation are partially or fully in place while others need a more substantial investment of resources. It is also recognized that due to budgetary constraints and future unknowns, some creative thinking and/or new partnerships or methods of deployment will be necessary in order to meet our goals and ensure a successful implementation.

Hardware

To supports the curriculum goals and objectives outlined in sections 3d-j, the District will need to continue to annually refresh computers allocated for student use. The annual needs will be approximately 300-350 new computers annually, for the duration of this plan. Computers that are over 48 months will be cycled out of use and a limited number will be restored and installed in community centers such as the Boys and Girls Club on an annual basis. If self-hosting the LMS, the District will need to secure both an application and a database server.

Figure 20: Hardware Needs

| | 2011-2012 | 2012-2013 | 2013-2014 |
|-------------------------------------|-----------|-----------|-----------|
| Carryover number of computers | 1100 | 1100 | 1150 |
| Less computers becoming > 48 months | 300 | 300 | 300 |
| Add new computers to be purchased | 300 | 350 | 350 |
| Total of up-to-date computers | 1100 | 1150 | 1200 |
| Projected enrollment | 2985 | 3035 | 3085 |
| Updated student : computer ratio | 2.71 | 2.65 | 2.57 |

| | 2011-2012 | 2012-2013 | 2013-2014 |
|---|-----------|-----------|-----------|
| LMS Server & Database Server (if self-hosting) | 2 | 0 | 0 |

Electronic Learning Resources

To support the curriculum goals and objectives outlined in sections 3d-j, the District will need to renew and/or expand existing software licenses during the duration of this plan. New licenses will also be acquired for the LMS with increased licenses needed in each successive year. The virtualization pilot will also start out with a low number of licenses required, but will quickly scale up in the last year of this plan.

Figure 21: Electronic Learning Resource Needs

| Additional Licenses Needed | 2011-2012 | 2012-2013 | 2013-2014 |
|----------------------------|-----------|-----------|-----------|
| Successmaker | 70 | 50 | 40 |

| | | | |
|-------------------------|----|-----|------|
| My Access! | 50 | 75 | 100 |
| Orchard | 25 | 40 | 55 |
| LMS Licenses | 25 | 500 | 1250 |
| Virtualization Licenses | 40 | 250 | 3000 |

Networking and Telecommunications Infrastructure

The existing networking infrastructure is, for the most part, prepared to support increased use of information technology resources. Areas of need include the acquisition of the ERS system, dial up access for virtual access from home and community sites, and additional wireless access points installed at school sites.

Figure 22: Networking and Telecommunications Needs

| | 2011-2012 | 2012-2013 | 2013-2014 |
|---------------------------|-----------|-----------|-----------|
| Emergency response system | 1 | 0 | 0 |
| Dial-up Access Lines | 2 | 1 | 1 |
| Wireless Access Points | 6 | 5 | 4 |

Technical Support

With the combination of classified and certificated staff in place at this time, it is not anticipated that additional technical support will be needed during the duration of this plan. The District is aware that these needs could change and this will be handled as a recommendation by the Technology Planning Committee during the annual review process.

Figure 23: Technical Support Needs

| | 2011-2012 | 2012-2013 | 2013-2014 |
|--|-----------|-----------|-----------|
| Additional Support Staff Full Time Equivalencies (FTEs) | 0 | 0 | 0 |

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 identified in Section 5b.

The following goals and objectives have been developed by the Educational Technology Planning Committee to guide the implementation of the hardware, infrastructure, learning resources and technical support required to support the other plan components. The committee will continue to monitor progress toward these goals, evaluate their effectiveness, and modify them as necessary (see section 5d).

Goal 5c.1. Hardware: The district will provide the hardware needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Objective 5c.1.1. Teacher Hardware: The district will provide teachers with laptops. Where appropriate, teachers will also be provided with a data projector, document camera, and interactive white board capabilities. (See section 3.h.)

| | |
|------------------|---|
| Objective | The district will provide all teachers with a laptop and appropriate technologies to support student learning as measured by site technology inventories. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 95% of all teachers will have a laptop to support student instruction as measured by district inventory of computers. |
| 2012-2013 | 100% of all teachers will have a laptop to support student instruction as measured by district inventory of computers. |
| 2013-2014 | 100% of all teachers will have a laptop to support student instruction as measured by district inventory of computers. |

| Implementation Plan for Objective | | | |
|--|--|---------------------------------------|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Determine minimum configurations for teacher computers. Review current standards against new technology needs annually to determine the need to modify existing data infrastructure and hardware standards. | Director of Technology Technology Committee | September 2011 and yearly thereafter. | Draft document on minimum configurations is placed on file in IT department. |
| Purchase computers to reach 100% of teachers. | Director of Technology | June 2012 | Purchase orders and district inventory of computers. |
| Purchase replacement computers yearly (approximately 30 | Director of Technology | June 2013 and yearly thereafter. | Purchase orders and district inventory of computers. |

| | | | |
|---|--|---------|---|
| machines a year) to maintain up-to-date laptops for all teachers. | | | |
| Purchase projectors, document cameras and IWB as needed. | Director of Technology Principals | Ongoing | Purchase orders and district inventory. Principals and technology committee will determine appropriate need of equipment. |

Objective 5c.1.2. Student Hardware: The district will provide students with the computers required to maintain a 3:1 student to computer ratio at each school (with a 5:1 ratio in each classroom). (See section 3.h.)

| | |
|------------------|---|
| Objective | The district will provide students with computers to support learning at a ratio of 3:1 student to computer ratio at each school with a 5:1 ratio in each classroom as measured by District technology inventories. |
| Timeline | Annual Benchmarks |
| 2011-2012 | At least 300 student computers over 4 years old are cycled out and replaced with new machines. |
| 2012-2013 | At least 350 student computers over 4 years old are cycled out and replaced with new machines. |
| 2013-2014 | At least 350 student computers over 4 years old are cycled out and replaced with new machines. |

| Implementation Plan for Objective | | | |
|---|--|---------------------------------------|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Determine minimum configurations for student computers. Review current standards against new technology needs annually to determine the need to modify existing data infrastructure | Director of Technology Technology Committee | September 2011 and yearly thereafter. | Draft document on minimum configurations is placed on file in IT department. |

| | | | |
|---|--|----------------------------------|--|
| and hardware standards. | | | |
| Purchase replacement computers yearly (approximately 300-350 machines a year). | Director of Technology | June 2012 and yearly thereafter. | Purchase orders and district inventory of computers. |
| Prepare an annual report on progress towards maintaining the student to computer ratio with up-to-date computers. | Director of Technology Technology Committee | June 2012 and yearly thereafter. | Report submitted to District Superintendent. |

Objective 5c.1.3. Administrator Hardware: The district will provide all administrators with laptops. (See sections 3.h and 4.b.3.)

| | |
|------------------|---|
| Objective | The district will provide all administrators with a laptop and appropriate technologies to support staff and student learning. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 100% of all administrators will have a laptop to support staff and student learning as measured by district inventory of computers. |
| 2012-2013 | 100% of all administrators will have a laptop to support staff and student learning as measured by district inventory of computers. |
| 2013-2014 | 100% of all administrators will have a laptop to support staff and student learning as measured by district inventory of computers. |

| Implementation Plan for Objective | | | |
|--|--|---------------------------------------|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Determine minimum configurations for student computers. Review current standards against new technology needs | Director of Technology Technology Committee | September 2011 and yearly thereafter. | Draft document on minimum configurations is placed on file in IT department. |

| | | | |
|--|------------------------|----------------------------------|--|
| annually to determine the need to modify existing data infrastructure and hardware standards. | | | |
| Purchase replacement computers yearly (approximately 2 per year) to maintain up-to-date computers. | Director of Technology | June 2012 and yearly thereafter. | Purchase orders and district inventory of computers. |

Objective 5c.1.4. Dial Up and Virtualization: The district will provide the hardware necessary to implement dial up internet access from home and remote access of a virtualized computing environment for students and staff. (See section 3.h.)

| | |
|------------------|--|
| Objective | The District will provide the hardware resources required to implement remote access from home for students and staff. |
| Timeline | Annual Benchmarks |
| 2011-2012 | If virtualization server is self-hosted, then system has 90% uptime as measured by IT logs. |
| 2012-2013 | If virtualization server is self-hosted, then system has 95% uptime as measured by IT logs. |
| 2013-2014 | If virtualization server is self-hosted, then system has 99% uptime as measured by IT logs. |

| Implementation Plan for Objective | | | |
|---|--|--|----------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Investigate costs of dial up access lines and equipment | Director of Technology | September 2011 | Report to Technology Committee |
| Investigate costs of virtualization environment including options from different providers. | Director of Technology Technology Committee | September 2011 | Report to Superintendent |
| Purchase two dial up access lines to be | Director of Technology | January 2012; January 2013; January 2014 | Report to Technology Committee |

| | | | |
|---|------------------------|-----------------------------------|--|
| accessed remotely. One additional line annually | | | Purchase order receipts |
| Acquire server for virtualization environment | Director of Technology | January 2012 | Purchase order receipts |
| Prepare report on virtualization environment uptime | Director of Technology | June 2012 and annually thereafter | Report to Technology Committee Report to Superintendent |

Objective 5c.1.5. LMS Server: The district will acquire server hardware (if necessary) to run the adopted LMS software. (See section 3.i.)

| | |
|------------------|--|
| Objective | The District will secure the hardware necessary to implement a self-hosted learning management system. |
| Timeline | Annual Benchmarks |
| 2011-2012 | If server is self-hosted, then LMS has 90% uptime as measured by IT logs. |
| 2012-2013 | If server is self-hosted, then LMS has 95% uptime as measured by IT logs. |
| 2013-2014 | If server is self-hosted, then LMS has 99% uptime as measured by IT logs. |

| Implementation Plan for Objective | | | |
|---|--|-----------------------------------|----------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Investigate costs of implementing LMS as a self-hosted solution | Director of Technology Technology Committee | September 2011 | Report to Superintendent |
| If self-hosting, acquire server for LMS | Director of Technology | January 2012 | Purchase order receipts |
| Prepare report on LMS uptime | Director of Technology | June 2012 and annually thereafter | Report to Superintendent |

Objective 5c.1.6. Emergency Response: The district will acquire hardware (if necessary) to run the adopted emergency response system (ERS). (See section 3.f.)

| | |
|------------------|---|
| Objective | The District will secure the hardware necessary to implement a self-hosted emergency response system (ERS). |
| Timeline | Annual Benchmarks |
| 2011-2012 | If self-hosted, then ERS has 99% uptime as measured by IT logs. |
| 2012-2013 | If self-hosted, then ERS has 99% uptime as measured by IT logs. |
| 2013-2014 | If self-hosted, then ERS has 99% uptime as measured by IT logs. |

| Implementation Plan for Objective | | | |
|---|--------------------------------|---------------------------------|----------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Investigate costs of implementing ERS as a self-hosted solution | Director of Technology | September 2011 | Report to Technology Committee |
| Acquire hardware (if necessary) and software to support ERS system. | Director of Technology | January 2012 | Purchase order receipts |
| Prepare report on ERS uptime | Director of Technology | June 2012 and yearly thereafter | Report to Superintendent |

Goal 5c.2. Software: The district will provide the software (electronic learning resources) needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Objective 5c.2.1. Curriculum Software: The district will provide software to support student mastery of academic content standards. (See section 3.d.)

| | |
|------------------|--|
| Objective | The district will acquire additional software licenses to support student mastery of academic content standards and digital citizenship goals. |
| Timeline | Annual Benchmarks |
| 2011-2012 | At least 80% of annual licenses will be in use on a monthly basis as measured by access logs. |
| 2012-2013 | At least 85% of annual licenses will be in use on a monthly basis as measured by access logs. |
| 2031-2014 | At least 90% of annual licenses will be in use on a monthly basis as measured by access logs. |

| Implementation Plan for Objective | | | |
|--|---|-------------------------------------|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Acquire additional <i>Successmaker</i> licenses. | Director of Technology | October 2011 and yearly thereafter. | Purchase order receipts Additional licenses in use. |
| Acquire additional <i>My Access!</i> licenses. | Director of Technology | August 2011 and yearly thereafter. | Purchase order receipts Additional licenses in use. |
| Acquire additional <i>Orchard</i> licenses. | Director of Technology | August 2011 and yearly thereafter. | Purchase order receipts Additional licenses in use. |
| Evaluate need for additional licenses. | Director of Technology Technology Committee Site Principals | June 2012 and yearly thereafter. | Report to Assistant Superintendent of Instructional Services. |
| Prepare report on curriculum software usage by students. | Director of Technology Technology Committee | June 2012 and yearly thereafter. | Report to Assistant Superintendent of Instructional Services. |

Objective 5c.2.3. Dial Up and Virtualization Software: The district will provide the software necessary to implement dial up internet access from home and remote access of a virtualized computing environment for students and staff. (See section 3.h.)

| | |
|------------------|--|
| Objective | The District will provide the software resources required to implement remote access from home for students and staff. |
| Timeline | Annual Benchmarks |
| 2011-2012 | If virtualization server is self-hosted, then system has 90% uptime as measured by IT logs. |
| 2012-2013 | If virtualization server is self-hosted, then system has 95% uptime as measured by IT logs. |

| | |
|-----------|---|
| 2013-2014 | If virtualization server is self-hosted, then system has 99% uptime as measured by IT logs. |
|-----------|---|

| Implementation Plan for Objective | | | |
|---|--|-------------------------------------|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Investigate software costs of virtualization environment including options from different providers. | Director of Technology Technology Committee | September 2011 | Report to Superintendent |
| Acquire software for virtualization environment | Director of Technology | January 2012 | Purchase order receipts |
| Prepare report on virtualization environment uptime | Director of Technology | June 2012 and annually thereafter | Report to Technology Committee Report to Superintendent |
| Conduct satisfaction survey of students, staff, and parents to determine specific, future needs for virtualization. | Director of Technology Technology Committee | April 2013 and annually thereafter. | Report to Superintendent |
| Re-investigate software costs of virtualization environment including options from different providers. | Director of Technology | September 2013 | Report to Technology Committee |

Objective 5c.2.4. LMS Software: The district will provide the software necessary to run the adopted LMS. (See section 3.i.)

| | |
|------------------|---|
| Objective | The District will secure the software necessary to run the adopted learning management system. |
| Timeline | Annual Benchmarks |
| 2011-2012 | If software is self-hosted, then LMS has 90% uptime as measured by IT logs and meets staff and community needs as |

| | |
|-----------|---|
| | measured by a satisfaction survey. |
| 2012-2013 | If software is self-hosted, then LMS has 95% uptime as measured by IT logs and meets staff and community needs as measured by a satisfaction survey |
| 2013-2014 | If software is self-hosted, then LMS has 99% uptime as measured by IT logs and meets staff and community needs as measured by a satisfaction survey |

| Implementation Plan for Objective | | | |
|---|--|-------------------------------------|---------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Investigate costs of implementing LMS as a self-hosted vs. hosted solution. | Director of Technology Technology Committee | September 2011 | Report to Superintendent |
| Acquire licenses for implementing LMS (whether self-hosting or not) | Director of Technology | January 2012 | Purchase order receipts |
| Conduct satisfaction survey of students, staff, and parents to determine specific, future needs for learning management system. | Director of Technology Technology Committee | April 2013 and annually thereafter. | Yearly report to Superintendent |
| Re-investigate costs of implementing LMS as a self-hosted vs. hosted solution. | Director of Technology | September 2013 | Report to Technology Committee |

Objective 5c.2.5. Emergency Response: The district will provide the software necessary to run the adopted emergency response system. (See section 3.j.)

| | |
|------------------|---|
| Objective | The District will secure the software necessary to run the adopted emergency response system. |
| Timeline | Annual Benchmarks |
| 2011-2012 | If self-hosted, then ERS has 99% uptime as measured by IT logs. |
| 2012-2013 | If self-hosted, then ERS has 99% uptime as measured by IT logs. |
| 2013-2014 | If self-hosted, then ERS has 99% uptime as measured by IT |

| | |
|--|-------|
| | logs. |
|--|-------|

| Implementation Plan for Objective | | | |
|--|--|-------------------------------------|----------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Investigate costs of implementing ERS software. | Director of Technology | September 2011 | Report to Technology Committee |
| Review and acquire software to support ERS system. | Director of Technology | January 2012 | Purchase order receipts |
| Prepare report on ERS uptime. | Director of Technology | June 2012 and yearly thereafter | Report to Superintendent |
| Conduct satisfaction survey of staff and parents to determine specific, future needs for emergency system. | Director of Technology Technology Committee | April 2013 and annually thereafter. | Yearly report to Superintendent |
| Re-investigate costs of implementing ERS software. | Director of Technology | September 2013 | Report to Technology Committee |

Objective 5c.2.6. Screen Capture Software: The district will provide technology lead teachers and technical staff with screen capture and/or screen casting software in order to support the curriculum, professional development, and infrastructure components of the plan.

| | |
|------------------|---|
| Objective | Technology lead teachers and technical staff will create develop job aids and asynchronous professional development resources for self-paced technology support and professional development. |
| Timeline | Annual Benchmarks |
| 2011-2012 | At least 20% of teachers and administrators will use the self-paced resources as measured by self-report on annual District technology survey. |
| 2012-2013 | At least 50% of teachers and administrators will use the self-paced resources as measured by self-report on annual District technology survey. |
| 2013-2014 | At least 70% of teachers and administrators will use the self-paced resources as measured by self-report on annual District technology survey. |

| |
|--|
| Implementation Plan for Objective |
|--|

| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
|--|--|-------------------------------------|--|
| Investigate costs of screen casting/screen capture software. | Director of Technology | July 2011 | Report to Technology Committee |
| Acquire software licenses and install on selected staff machines. | Director of Technology | August 2011 | Purchase order receipts District software inventory logs. |
| Training for technical support personnel and lead technology teachers on using screen casting/screen capture software. | Director of Technology Possibly vendor run. | August 2011 | Training sign in logs Purchase order receipts. |
| Train teachers and administrators on accessing, using, and evaluating the self-paced resources. | Lead tech teachers | February 2012 | Training sign in logs Purchase order receipts. |
| Conduct satisfaction survey of teachers and administrators to determine specific, future needs self-paced resources. | Director of Technology Technology Committee | April 2012 and annually thereafter. | Survey data |
| Evaluate resources on annual basis and revise as necessary | Technical staff Lead tech teachers | June 2012 | Evaluation report, revised resources, |

Goal 5c.3. Infrastructure: The district will provide the infrastructure (networking and telecommunications) needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.

Objective 5c.3.1. Dial Up and Virtualization Infrastructure: The district will provide the infrastructure necessary to implement dial up internet access from home and remote access of a virtualized computing environment for students and staff. (See section 3.h.)

| | |
|------------------|---|
| Objective | The District will provide the appropriate infrastructure to |
|------------------|---|

| | |
|-----------------|--|
| | support remote access to a virtualized environment for all students and staff. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 10% of staff and students will login annually as measured by monthly logins. |
| 2012-2013 | Percentage of staff and students logging in will increase by 50% annually as measured by monthly logins. |
| 2013-2014 | Percentage of staff and students logging in will increase by 75% annually as measured by monthly logins. |

| Implementation Plan for Objective | | | |
|---|--|-------------------------------------|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Acquire software for virtualization environment | Director of Technology | January 2012 | Purchase order receipts |
| Prepare report on logins | Director of Technology | June 2012 and annually thereafter | Report to Technology Committee Report to Superintendent |
| Conduct satisfaction survey of students, staff, and parents to determine specific, future needs for virtualization. | Director of Technology Technology Committee | April 2013 and annually thereafter. | Report to Superintendent |

5c.4. Physical Plant Goal - The District will provide the physical plant modifications necessary to support curriculum goals 3d.1 through 3h.1 and professional development goals 4b.1 through 4b.9.

Objective 5c.4.1. Physical Plant Goal: The District will maintain a modern infrastructure at all facilities.

| | |
|------------------|---|
| Objective | The District will maintain a modern infrastructure at all facilities to support the curriculum and staff development goals of the plan. |
| Timeline | Annual Benchmarks |
| 2011-2012 | An annual infrastructure report will be produced by June 2012 and submitted to Superintendent for review. |
| 2012-2013 | An annual infrastructure report will be produced by June 2013 |

| | |
|-----------|---|
| | and submitted to Superintendent for review. |
| 2013-2014 | An annual infrastructure report will be produced by June 2014 and submitted to Superintendent for review. |

| Implementation Plan for Objective | | | |
|--|--|---------------------------------|--------------------------------|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Evaluate existing infrastructure and identify maintenance needs as well as potential future needs in support of Sections 3 & 4 of this plan. | Director of Technology | July 2011 | Report to Technology Committee |
| Prepare annual report documenting existing maintenance plans and potential infrastructure needs beyond the scope of this plan duration. | Director of Technology Technology Committee | June 2012 and yearly thereafter | Report to Superintendent. |

Goal 5c.5. Technical Support: The district will provide the 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..

Objective 5c.5.1. Training: The district will provide training for technical support personnel on new hardware, software, and infrastructure required to support the goals of this plan.

| | |
|------------------|--|
| Objective | The District will provide technical support personnel with adequate training to support the implementation of any new systems. |
| Timeline | Annual Benchmarks |
| 2011-2012 | Trainings will be attended by at least 90% of technical support personnel as measured by training sign in logs. |
| 2012-2013 | Trainings will be attended by at least 90% of technical support personnel as measured by training sign in logs. |
| 2013-2014 | Trainings will be attended by at least 90% of technical support personnel as measured by training sign in logs. |

| Implementation Plan for Objective | | | |
|---|--|---------------|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Initial training for technical support personnel on dial up system | Director of Technology | January 2012 | Training sign in logs |
| Initial training for technical support personnel on virtualization environment. | Director of Technology | January 2012 | Training sign in logs |
| Initial training for technical support personnel on learning management system. | Director of Technology Possibly vendor run. | February 2012 | Training sign in logs Purchase order receipts. |
| Initial training for technical support personnel on emergency response system. | Director of Technology | March 2012 | Training sign in logs |
| Report prepared documenting initial trainings progress and rollout plan. | Director of Technology | April 2012 | Report to Superintendent. |
| Follow up training on LMS | Director of Technology Possibly vendor run. | July 2012 | Training sign in logs Purchase order receipts. |
| Review training needs of technical support personnel on annual basis | Director of Technology | July 2012 | Report to Technology Committee |

Objective 5c.5.2. Tutorials: The district will provide time for technical support personnel to create self-help tutorials so that teachers, staff, all students, and even parents can have on-demand access to technical support related to common issues.

| | |
|------------------|--|
| Objective | The District will allocate time for technical support personnel to create self-paced tutorials for staff, students, and parents for common technical issues. |
| Timeline | Annual Benchmarks |

LBUSD Educational Technology Plan | 2011-2014

| | |
|-----------|---|
| 2011-2012 | At least 20 hours per month will be allocated for technical support personnel to produce tutorials as measured by time log reports. |
| 2012-2013 | At least 25 hours per month will be allocated for technical support personnel to produce tutorials as measured by time log reports. |
| 2013-2014 | At least 30 hours per month will be allocated for technical support personnel to produce tutorials as measured by time log reports. |

| Implementation Plan for Objective | | | |
|--|---|-----------------------------------|--|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Determine common technical issues that could be addressed by a tutorial and create a priority list. | Director of Technology Technical Support Personnel Technology Lead Teachers | August 2011 | Priority list is produced and shared with all pertinent individuals. |
| Time is allocated each week for technical support personnel to produce screen cast tutorials for placement on a website or portal. | Director of Technology Technical Support Personnel | August 2011 | Time log reports to Director of Technology Screen casts/tutorials are produced. |
| Evaluate existing priority list; determine next list of priorities. | Director of Technology Technical Support Personnel Technology Lead Teachers | August 2012 and yearly thereafter | Priority list is produced and shared with all pertinent individuals. |

Objective 5c.5.3. First Line of Defense: The district will have one or more tech lead teachers at each school site to act as a "first line of defense" to address simple issues and direct issues that need to be escalated to the district help desk.

| | |
|------------------|---|
| Objective | The District will have one or more tech lead teachers at each |
|------------------|---|

| | |
|-----------------|---|
| | site to provide low level tech support. |
| Timeline | Annual Benchmarks |
| 2011-2012 | Each site will have at least one tech lead teacher at each site as measured by staff rosters. |
| 2012-2013 | Each site will have at least one tech lead teacher at each site as measured by staff rosters. |
| 2013-2014 | Each site will have at least one tech lead teacher at each site as measured by staff rosters. |

| Implementation Plan for Objective | | | |
|--|--|-------------------------|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Train lead tech teachers to provide low level support on site. | Director of Technology Tech support staff. | September 2011, ongoing | Training schedules, attendance logs |
| Evaluate effectiveness of site lead tech teachers | Director of Technology Principals Tech support staff | June 2012, ongoing | Evaluation reports; tech support requests |

5d. The district will monitor the Section 5c goals, annual benchmarks, and timeline of activities, including roles and responsibilities.

The following process has been developed by the Educational Technology Planning Committee to monitor whether the above goals and objectives are being implemented according to the established benchmarks and timelines. This process will also facilitate the evaluation of whether or not the implementation plans have been effective.

Objective 5d.1. Quarterly Review: The district technology committee will meet on a quarterly basis to monitor progress on the annual benchmarks outlined in Section 5 of the plan and to take action if necessary to ensure that the benchmarks are met.

| | |
|------------------|---|
| Objective | The District Technology Committee will meet quarterly to review and monitor progress against annual benchmarks. |
| Timeline | Annual Benchmarks |
| 2011-2012 | Technology committee will produce an annual report documenting progress toward meeting infrastructure, |

| | |
|-----------|---|
| | hardware, software, and technical support benchmarks by June 2012. |
| 2012-2013 | Technology committee will produce an annual report documenting progress toward meeting infrastructure, hardware, software, and technical support benchmarks by June 2013. |
| 2031-2014 | Technology committee will produce an annual report documenting progress toward meeting infrastructure, hardware, software, and technical support benchmarks by June 2014. |

| Implementation Plan for Objective | | | |
|---|--|---|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Quarterly Meetings of Technology Committee to discuss progress towards the infrastructure, hardware, software, and support objectives of the technology plan. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Meeting agenda and sign in sheets. |
| Evaluate effectiveness and recommend any changes to the infrastructure, hardware, software, and support section of the technology plan. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Monitoring and recommendations from meetings reflected in agenda and annual report. |
| Include infrastructure, hardware, software, and support evaluations from staff, students, and parents in the Annual Technology Committee Report | Technology Committee | June 2012 and yearly thereafter. | Yearly report. |

Objective 5d.2. Annual Rewrite: The district technology committee will meet on an annual basis to monitor progress on the annual benchmarks and to rewrite benchmarks for the following year(s) if necessary.

| | |
|------------------|--|
| Objective | The District Technology Committee will meet annually to monitor progress in meeting annual infrastructure benchmarks and rewrite benchmarks or adjust action plans as necessary. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 90% of technology committee members will attend quarterly meetings as measured by sign in sheets. |
| 2012-2013 | 90% of technology committee members will attend quarterly meetings as measured by sign in sheets. |
| 2013-2014 | 90% of technology committee members will attend quarterly meetings as measured by sign in sheets. |

| Implementation Plan for Objective | | | |
|---|--|---|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Quarterly Meetings of Technology Committee | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Meeting agenda and sign in sheets. |
| Monitor annual benchmarks for Section 5 and recommend changes or additional staff development if necessary. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Monitoring and recommendations from meetings reflected in agenda and annual report. |
| Annual Technology Committee Report with rewritten benchmarks for Section 5 if necessary. | Technology Committee | June 2012 and yearly thereafter. | Yearly report with rewritten benchmarks if necessary. |

6. Funding and Budget

This section of the plan addresses the resources necessary to accomplish the curriculum, professional development, and infrastructure goals of the tech plan. It also represents the pragmatic limits of what the District can accomplish given its fiscal resources. This section begins by providing a list of established and potential funding sources and cost savings opportunities, both present and future. It then provides estimated implementation costs for the term of the plan (three years), including a description of the level of ongoing technical support the district will need to provide. A description of the District’s replacement policy for obsolete equipment is also included, as is a description of the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

6a. List of established and potential funding sources and cost savings, present and future.

This section of the plan provides a list of established and potential funding sources and cost savings opportunities, both present and future.

Funding Sources

The Educational Technology Planning Committee has identified the following established and potential sources of educational technology funding for the District. Some sources are annotated with additional details.

Figure 24: Funding Sources

| District Level | School Site Level |
|----------------|-------------------|
|----------------|-------------------|

| | |
|--|---|
| <ul style="list-style-type: none"> • K-12 Ed Tech Voucher • CTAP Vouchers (For professional development) • CTF Discounts (California Teleconnect Fund) • District General Fund (The source of most LBUSD technology funding) • E-Rate Discounts and Rebates • School Power (A local fund raising association) • Title I Funding (Potential for all schools except Top of the World Elementary, but not currently used for technology) • Title II Part D (EETT Formula) | <ul style="list-style-type: none"> • CTAP Region 9 Educational Technology Grants (Classroom grants in support of goals) • Orange County CUE Classroom Technology Grants (Classroom grants in support of goals) • PTA Contributions • Local fund-raising efforts • Donations* |
|--|---|

Note: Regarding donations, any donated computers or equipment must meet the District minimum specifications for donated equipment. It is also recognized as important that the District collect the necessary disposal fees for any donated equipment.

Savings Sources

The Educational Technology Planning Committee has also identified the following sources of cost savings for the District. Some sources are annotated with additional details.

- CalSave
- CDW-G Education
- CMAS Contract The California Multiple Award Schedules (CMAS) - Requires a 1% fee, which vendors often pay. Most resellers and sellers are involved.
- Corporate Partnerships
- CTAP Consortium Purchasing
- Educational Discounts whenever available
- Microsoft Select License
- Orange County Department of Education
(For low-cost professional development and group purchasing opportunities)
- PEPPM - This contract for state organizations includes a spreadsheet of vendors for general technology needs that can be met by multiple resellers. If purchases are made from this list, going to bid may be unnecessary.
- WSCA Contract - Western States Contracting Alliance (WSCA)

The District continues to seek additional funding sources and cost savings on an ongoing basis. Tools such as the California Learning Resources Network (CLRN), TechSets, and TICAL have proven valuable in this regard, as have email alerts from the State and County departments of education. The Educational Technology Planning Committee will review funding sources, including any new potential funding sources, at each quarterly meeting. To ensure adequate funding to implement and maintain existing and new district technology initiatives, all potential funding sources will be evaluated and coordinated on an ongoing basis. Furthermore, budget constraints necessitate a close examination of one time or new costs versus recurring costs of maintaining district services and infrastructure.

6b. Develop Annual budget for the term of the plan.

The Educational Technology Planning Committee has identified the following anticipated costs associated with implementing the Curriculum, Professional Development, and Infrastructure sections of this plan. The major anticipated costs are broken out by professional development, technical support, software, hardware, and infrastructure costs. Estimated amounts are given either on a per year basis or for each year of the plan.

Professional Development

The Educational Technology Planning Committee has identified the following anticipated costs associated with professional development.

In order to support the implementation of goals in sections 3a-3j, the District will need to provide professional development for staff that is purposeful, relevant, and timely. In a best case scenario, the professional development will be provided in house by site lead tech teachers who best know the school sites, students, and staff. Additional trainings related to new product rollouts and product revisions will need to be conducted by subject matter experts associated with outside vendors and consultants. The table below shows the anticipated annual costs for implementing professional development in support of section 3 goals.

Figure 25: Professional Development (Anticipated Costs)

| Professional Development/Support | | | | |
|--|-----------|-----------|-----------|---|
| | 2011-2012 | 2012-2013 | 2013-2014 | Potential Funding Sources |
| Monthly stipends for site lead tech teachers | \$40,000 | \$42,500 | \$45,000 | Title I, Title II Foundations, General Fund |
| Stipends for developing screen cast tutorials and job aids | \$5,000 | \$2,500 | \$2,500 | Title I, Title II Foundations, General Fund |
| LMS Training | \$10,000 | \$12,500 | \$15,000 | Title I, Title II |

| | | | | |
|--|------------------|------------------|------------------|---|
| | | | | Foundations, General Fund CTAP vouchers |
| Various update trainings on existing software and systems in support of Section 3 goals (sub days, outside vendors, etc) | \$100,000 | \$105,000 | \$110,000 | Title I, Title II Foundations, General Fund CTAP vouchers |
| Virtualization training for IT admin and staff | \$10,000 | 0 | 0 | Title I, Title II Foundations, General Fund |
| Totals | \$165,000 | \$162,500 | \$172,500 | |

Technical Support

The Educational Technology Planning Committee has identified the following anticipated costs associated with technical support staffing.

In order to adequately support the technology needs of staff and students, the District has shown a continued commitment to appropriately staffing the information technology department. To continue the commitment to high quality technical support, the District will need to continue to direct general budget funds in support of this goal. The table below shows the anticipated annual costs for maintaining technical support staffing in support of section 3 goals.

Figure 26: Technical Support (Anticipated Costs)

| Technical Support | | | | |
|--|------------------|------------------|------------------|---------------------------|
| | 2011-2012 | 2012-2013 | 2013-2014 | Potential Funding Sources |
| Director of Technology, Site Level IT Staff & TOSA (Salary & Benefits) | \$600,000 | \$630,000 | \$660,000 | General Fund, Title I, |
| Totals | \$600,000 | \$630,000 | \$660,000 | |

Software

The Educational Technology Planning Committee has identified the following anticipated costs associated with computer software purchases or subscriptions. While the needs are many, the District recognizes the need to fully fund and expand access to learning technologies that will

make for positive learning outcomes for all students. The table below shows the anticipated annual costs for the acquisition or renewal of software in support of section 3 goals.

Figure 27: Software (Anticipated Costs)

| | 2011-2012 | 2012-2013 | 2013-2014 | Potential Funding Sources |
|--|------------------|------------------|------------------|--|
| <i>Camtasia Screencasting Software</i> | \$2,500 | \$600 | \$200 | Foundations, General Fund |
| <i>Successmaker</i> | \$70,000 | \$61,500 | \$61,500 | General Fund, Title I, Title II, Foundations |
| <i>Waterford</i> | \$0 | \$1,700 | \$1700 | General Fund, Title I, Title II, Foundations |
| <i>My Access!</i> | \$10,000 | \$15,000 | \$20,000 | General Fund, Title I, Title II, Foundations |
| <i>Orchard</i> | \$4,500 | \$8,000 | \$11,000 | General Fund, Title I, Title II, Foundations |
| Virtualization Software | \$15,000 | \$6,000 | \$6,000 | Foundations, General Fund |
| Learning Management System | \$1,800 | \$18,000 | \$18,000 | Foundations, General Fund |
| Emergency Response System | \$3,000 | \$3,000 | \$3,000 | Foundations, General Fund |
| Totals | \$106,800 | \$113,800 | \$121,400 | |

Hardware

The Educational Technology Planning Committee has identified a number of anticipated costs associated with computer hardware. The table below shows the anticipated annual costs for the acquisition or hardware in support of section 3 goals. It is clear the bulk of funding is being directed towards replacement machines. This cost estimate could lower over the duration of the plan as cloud-based devices become more readily available and more consumer-friendly.

Figure 28: Hardware (Anticipated Costs)

| | 2011-2012 | 2012-2013 | 2013-2014 | Potential Funding Sources |
|--|-----------|-----------|-----------|--|
| Replacement machines | \$300,000 | \$385,000 | \$385,000 | General Fund, Title I, Title II, Foundations |
| Interactive white boards, document cameras, peripherals. | \$30,000 | \$30,000 | \$30,000 | General Fund, Title I, Title II, Foundations, Classroom Grants |

| | | | | |
|---|------------------|------------------|------------------|--|
| LMS Application Server and Database Server | \$4,000 | 0 | 0 | General Fund, Title I, Title II, Foundations |
| Emergency Response System Server (if necessary) | \$2,000 | 0 | 0 | General Fund, Foundations |
| Wireless Access Points | \$1,500 | \$1,250 | \$1,000 | General Fund, Foundations |
| Totals | \$337,500 | \$416,250 | \$416,000 | |

Infrastructure

Due to recent modernization efforts, the District is not expected to incur any additional expenses to expand the reach of the network and telecommunications systems. The only anticipated expenses are the dial up access lines that will provide remote support for student & staff access to the virtualized environment from home or local community organizations.

Figure 29: Infrastructure (Anticipated Costs)

| | 2011-2012 | 2012-2013 | 2013-2014 | Potential Funding Sources |
|---------------|--------------|--------------|--------------|---------------------------|
| Dial up Lines | \$400 | \$600 | \$800 | General Fund, Foundations |
| Totals | \$400 | \$600 | \$800 | |

Overall Costs

The overall annual costs of this plan are summarized below.

Figure 30: Overall Anticipated Costs

| | 2011-2012 | 2012-2013 | 2013-2014 | Potential Funding Sources |
|--------------------------|--------------------|--------------------|--------------------|---|
| Professional Development | \$165,000 | \$162,500 | \$172,500 | General Fund, Title I, Title II, Foundations, CTAP Vouchers, Grants |
| Technical Support | \$600,000 | \$630,000 | \$660,000 | General Fund |
| Software | \$106,800 | \$113,800 | \$121,400 | General Fund, Title I, Title II, Foundations, |
| Hardware | \$337,500 | \$416,250 | \$416,000 | General Fund |
| Infrastructure | \$400 | \$600 | \$800 | General Fund |
| Totals | \$1,209,700 | \$1,327,150 | \$1,370,700 | |

The estimated costs and figures in this section are intended for planning purposes only. They are not meant for accounting purposes, nor are they meant to represent a commitment by the District to fully fund each of these needs. These costs must be prioritized along with the costs of other District business, including the construction of new schools. The greatest budget

challenges for technology facing the District is going to be maintaining up-to-date student and teacher computers (less than 4 years old) as well as providing timely technical support.

In addition to the technology resources of hardware, software, infrastructure, and support, the District believes that this plan can only be successful if attention is given to purchasing agreements and the need for the District to obtain discounted prices, whether as part of the various arrangements with the county office of education and group wholesalers. This area extends to decisions concerning what equipment will be purchased, what will be leased and the most efficient and effective means for repurposing and/or disposing of aged or replaced equipment.

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

All administrative computers (including teacher computers) will be replaced after four years. This requires a replacement rate of approximately 25% per year, with priority going to the oldest computers and the users with the highest need. Over the duration of this plan, 75% of all administrative computers, or approximately 8 computers will be replaced. Funding permitting, the same pattern will be followed for student computers, which will account for an additional 950 computers over three years. See the cost estimate of these replacements in section 6b above.

With this plan, a new standardized printer policy will also be adopted. Currently, the district supports 185 unique printer models, many with different ink cartridge requirements. Under this plan, these legacy printers will be replaced when they are no longer functional, and as funding allows. When printers are replaced, purchases will be made in an effort to establish the following norms district-wide using a small number of district approved models with maximum compatibility:

- Elementary classrooms will have 1 student accessible color printer.
- Secondary classrooms will have 1 student accessible black and white printer.
- Each site will have 1 color printer or color copier in the office.

Replacement of most other hardware and peripherals will be approved on a case by case basis by the Director of Technology and the Assistant Superintendent of Business services as funding allows. When necessary for a significant purchase or new policy, the input of the educational technology planning committee will also be solicited on a quarterly basis.

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

Objective 6d.1. Quarterly Review: The district technology committee will meet on a quarterly basis to monitor the funding sources, savings sources, budgets, and replacement policies established above and to suggest funding priorities based on meeting tech plan goals and objectives.

| | |
|------------------|--|
| Objective | The District Technology Committee will meet quarterly to monitor all funding sources and develop funding priority suggestions based upon tech plan goals and objectives. |
| Timeline | Annual Benchmarks |
| 2011-2012 | Technology committee will produce an annual report in June 2012 documenting existing and future funding sources in order to provide funding priority suggestions. |
| 2012-2013 | Technology committee will produce an annual report in June 2013 documenting existing and future funding sources in order to provide funding priority suggestions. |
| 2013-2014 | Technology committee will produce an annual report in June 2014 documenting existing and future funding sources in order to provide funding priority suggestions. |

| Implementation Plan for Objective | | | |
|---|--|---|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Quarterly Meetings of Technology Committee to discuss progress towards the funding, budget & replacement policy of the technology plan. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Meeting agenda and sign in sheets. |
| Evaluate priorities and recommend any changes to funding budget & replacement policy section of the technology plan. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Monitoring and recommendations from meetings reflected in agenda and annual report. |

Objective 6d.2. Annual Rewrite: The district technology committee will meet on an annual basis to monitor the funding sources, savings sources, budgets, and replacement policies established above - and to revise these sections for the following year(s) if necessary.

| | |
|------------------|--|
| Objective | The District Technology Committee will meet annually to monitor progress of annual funding and budget goals and revise as necessary. |
| Timeline | Annual Benchmarks |
| 2011-2012 | 90% of technology committee members will attend quarterly meetings as measured by sign in sheets. |
| 2012-2013 | 90% of technology committee members will attend quarterly meetings as measured by sign in sheets. |
| 2013-2014 | 90% of technology committee members will attend quarterly meetings as measured by sign in sheets. |

| Implementation Plan for Objective | | | |
|--|--|---|---|
| Actions | Position(s) Responsible | Time Line | Monitoring and Evaluation |
| Quarterly Meetings of Technology Committee | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Meeting agenda and sign in sheets. |
| Monitor annual funding sources, savings, and budgets. Recommend changes if necessary. | Director of Technology Technology Committee | December 2011 and quarterly thereafter. | Monitoring and recommendations from meetings reflected in agenda and annual report. |
| Annual Technology Committee Report with revised funding sources and budget if necessary. | Technology Committee | June 2012 and yearly thereafter. | Yearly report with rewritten funding sources and budget if necessary. |

7. Monitoring and Evaluation

The District recognizes the importance of monitoring progress toward the goals, objectives, and benchmarks laid out in the previous sections of the plan. The District also understands the importance of evaluating the effectiveness of these measures and making adjustments as necessary throughout the duration of the plan. The section below describes how technology’s impact on student learning, student attainment of the curricular goals, and classroom and school management will be evaluated. This is followed by a description of a schedule for evaluating the effectiveness of the implementation of the plan. There is also a description of how the information obtained through the monitoring and evaluation will be used, an elaboration on the monitoring and evaluation plan presented in sections 3k, 4c, 5d, and 6e.

The contents of this section are conceived such that the educational technology plan can remain a living, mutable, and relevant document throughout the duration of the plan.

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

The District is dedicated to promoting high standards in curriculum, instruction and accountability for all staff and students. The implementation of the Plan will be successful through the combined efforts of the District Administration and Technology Committee toward the common goal of improved learning for all students.

The evaluation of the impact on learning of the Education Technology Plan will be aligned with the evaluation of the District Goals. There are two types of student learning that are included in the technology curricular goals, objectives and benchmarks. The first type of goal is directed toward student learning in the curricular areas. To evaluate the impact of the Plan on student curricular achievement, a variety of normed and criterion-based assessments, including the California Standards Tests (CSTs), California High School Exit Exam (CAHSEE), California English Language Development Test (CELDT), and District benchmark assessments will be used. The second type of goal is directed toward student use of and competence with technology. This will be evaluated by student and teacher surveys, examples of student work, and teacher observations.

The degree to which the technology is integrated into the learning environment and supports classroom and school management will be measured using indicators such as student, parent, and teacher surveys, along with measures of student engagement with technology resources.

The process for evaluation has a number of components, many of which result with reports provided to the Superintendent and/or the District Board of Education. The process presents evaluative documentation and perspectives relative to technology and student learning from a number of viewpoints.

Data that will be monitored and used to evaluate the effectiveness of this plan as a whole include the following:

- State and local assessment data
- Student work samples /portfolios
- Teacher and student technology surveys
- Professional development sessions, attendance, evaluations
- PLCs/committees/team meetings calendars, attendance, and minutes/reports
- District surveys (satisfaction, educational program, technology usage, etc.)

Processes that will be used to evaluate the effectiveness of this plan as a whole include the following:

Overall plan: The plan's goals, objectives and benchmarks for each component are reviewed by the Technology Committee under the direction of the Director of Technology throughout the year and an annual report on attainment of the goals, objectives and benchmarks is presented to the School Board. The Technology Committee heads the collection and analysis of data and presents formative and summative data relative to the goals, objectives and benchmarks of the curricular, professional development, infrastructure, hardware, technical support and software components. This data is collected and reported to stakeholders, the District Administration and to the School Board in meaningful ways.

Areas addressed not only include the degree to which the goals, objectives and benchmarks are achieved, but also identifies the factors that influenced the level of success and recommendations for on-going improvement of the technology plan.

Curriculum and Technology: The Superintendent provides an annual report to the School Board on student performance measures relative to student achievement of the District Goals, state measures of student performance on standardized tests and state content standards, and API scores. The Superintendent also reports on the integration of technology in the curriculum and school management. The data is disaggregated to address the learning of all students. Factors that impact the scores are identified and recommendations for ongoing improvement are addressed. Additional data, as relevant, is published in the School Accountability Report Card.

Professional Development: The Assistant Superintendent of Instructional Services has responsibility for reporting to the Superintendent and School Board on teacher and performance standards and the development and effectiveness of the professional development program. Site principals work with certificated staff and technology leads to develop professional growth opportunities tied to schoolwide goals and teacher performance standards that include student learning and skill development relative to content and technology standards. This data is used by the Assistant Superintendent to determine both the degree to which teachers and administrators are acquiring proficiency in technology and the degree to which they are actively involved in professional development. The District Technology Survey for teachers and administrators will provide additional data.

Infrastructure, hardware, electronic learning resources, plant modifications, and technical support: The Technology Committee, under the direction of the Director of Technology, evaluates, draws conclusions, and directs the ongoing operations related to infrastructure, hardware, software, and support needs. With assistance from the Technology Committee, the Director of Technology reports annually to the School Board that makes ultimate decisions regarding policy and funding. Relative to personnel, budget, and policy decisions, the Superintendent monitors, reviews and approves the outcomes of the process and requests approval of the School Board.

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

Standardized test scores and District assessment results will be used to determine the impact of the plan on student learning on an annual basis. The Curriculum, Professional Development, Infrastructure and other components of the plan list the details of the instruments for data collection and analysis as well as frequency of collection, but, at a minimum, overall monitoring and evaluation will take place annually during May and June to adjust for the next school year and quarterly to ensure that adequate progress is being made.

Sections 3k, 4c, 5d, and 6e have additional details related to each section of the plan.

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

The District will conduct an ongoing formative evaluation and assessment of progress towards the goals to inform decision making and professional development, and to make mid-course corrections in implementation.

Monitoring strategies address questions such as:

- Were tasks completed as designed? Were implementation timelines met? If not, why?
- What barriers were encountered during implementation? How were they addressed?
- What baseline data is needed for future summative evaluations?
- What changes were implemented? Why? To what effect?
- What are the implications of any mid-course corrections for redesign?
- What new technologies have become available and what new student and staff needs have emerged that should be addressed with additional/different goals?

The Director of Technology has primary responsibility for overseeing the implementation of the plan components and will provide qualitative and quantitative data based on the instruments described in each component section. Twice a year, the status of progress toward the Educational Technology Plan goals will be reported to the Superintendent, with an annual report to the School Board. The Superintendent will be the primary stakeholder dissemination voice through tools such as the staff updates, parent letters, and newsletters.

8. Collaboration with Adult Literacy Providers

This District has an established adult education program run at Laguna Beach High School as well as online. Course offerings range from English to American Government to GED preparation, mathematics and U.S. History. The courses are primarily completed in an independent study format and are open to anyone 18 years of age or older. LBUSD high school students may also enroll in Adult Education courses to augment their regular program.

To meet the needs of resident adults desiring to improve their ability to communicate in English, the District provides free English as a Second Language courses. The classes are targeted to beginning learners and adults with limited skills in English. The classes are offered four nights per week on an open entry/exit basis with no credit being awarded. Though the local library does not offer literacy courses or a community-based English tutoring (CBET) program, the agency shares a commitment to develop proficient readers and communicators in the English language. As such, referrals to the ESL courses offered by the District generally come from the local county library branch.

For adults seeking to expand their skill sets, the District provides online courses for a small fee through <http://www.coursesonline.com/coursesonline/>. The online courses are self-paced and allow adults to progress at a pace that works best for the schedule and needs. Participants have the opportunity to learn the basics of computing, usage of common desktop applications as well as time and business management skills. In addition, there is a technical course catalog that goes well beyond basic computing by providing information technology training on server administration, networking, and more.

As mentioned in Section 3, the District offers semi-annual Internet safety and awareness workshops for parents. The District considers this to be a high priority as awareness and education of parents can only serve to have a positive effect on student behavior on the Internet. As indicated in the goals and objectives in Section 3, the District plans to continue to offer these workshops on a semi-annual basis in cooperation with the Laguna Beach Police Department and expand them where applicable.

The District will work closely with the Adult Education program to provide professional growth opportunities for staff, parent training on literacy and technology skills, and parent training on the use of technology for learning and vocational training in supports of the goals in this tech plan.

9. Research-Based Methods, Strategies, and Criteria

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

LBUSD presents the following annotated bibliographies describing the research that was used in the preparation of this plan and how the District has used and will use the research finding in the development and implementation of the plan. The research was selected for its focus on strategies and methods to integrate technology in order to improve learning, teaching, and management.

Research Support for Curriculum Goals and Strategies

CEO Forum (2001). *The CEO Forum School Technology and Readiness Report: Key Building Blocks for Student Achievement in the 21st Century*.
<http://www.ceoforum.org/downloads/report4.pdf>.

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries. State, district, and site policies, programs, and resources must be consistently aligned to meet educational objectives. Technology has the potential to transform the learning environment so that it is student-centered, inquiry and project centered, collaborative, and customized. Students must acquire 21st century skills in order to thrive in the new knowledge-based economy, including technological and information literacy, inventive thinking, effective communication and high productivity skills.

The District maintains a strict alignment of instruction to state content standards through long-range planning, District benchmark assessments, and curriculum instructional guides. The Technology Plan bases all instruction on state content standards. Software is only selected that supports and aligns to the state content standards. Student achievement is monitored through standards-based assessments. Through ongoing data collection and analysis, the District will continue to monitor its attainment of the goals and objectives of the Technology Plan and revise the Plan accordingly. Throughout the Plan, attention is paid to providing equitable access to all students in the District, including students coming from low-socioeconomic backgrounds. The District will implement a staff professional development program and induction of all students in information and technology literacies.

Watson, J.F. (2004) *Keeping Pace with K–12 Online Learning: A Review of State-Level Policy and Practice*. Evergreen Consulting Group. <http://www.ncrel.org/tech/pace2/>.

Watson, J.F. (2008-2009) *Promising Practices in Online Learning*. Evergreen Consulting Group. <http://www.inacol.org/research/promisingpractices/>.

The first Watson study advances the efforts of a 2004 study entitled “Keeping Pace with K–12 Online Learning: A Snapshot of State-Level Policy and Practice.” The 2005 extension identifies the growth of online education programs and explores policies and practices governing online education with a particular focus on policies aiming to provide students with high-quality online learning experiences.

The second Watson reference is a series, a set of six policy papers, that explores some of the approaches being taken by practitioners and policymakers in response to key issues in online learning: 1) Blended Learning: The Convergence of Online and Face-To-Face Education, 2) Using

Online Learning for Credit Recovery and At-Risk Students, 3) Oversight and Management of Online Programs: Ensuring Quality and Accountability, 4) Socialization in Online Programs, 5) Funding and Legislation for Online Education, and 6) A Parents' Guide to Choosing the Right Online Program.

The basis of the series focuses on the advantages of online learning in personalizing an educational program and allowing individualized attention and support when students need it most. It advocates that online learning, especially blended learning, provides the very best educational opportunities for all students with highly qualified teachers delivering instruction using the Internet and a vast array of digital resources and content.

With the future implementation of online and blended learning opportunities, the District will directly support the home-to-school connection and provide a 24/7 learning environment for all students. Additionally, the District will be more readily prepared to facilitate the acquisition of 21st century skills by all students. This will be achieved within a digital environment that supports contextual learning by helping students discover meaningful connections to the real world.

Research Support for Professional Development Goals and Strategies

California Department of Education (1998). *Designs for Learning: An Introduction to High Quality Professional Development for Teachers*.

This document provides a framework for designing high quality sustainable professional development. The framework is based on guiding principles that drive home the importance of quality professional development in support of student learning. The three guiding principles are as follows: 1) High quality professional development helps teachers more readily address the learning needs of every student, thereby improving the learning outcomes of all students; 2) High quality professional development designs will vary in accordance with the different phases of a teacher's development; and 3) Administrators who are actively involved in their own learning are better able to create and support conditions that result in high levels of teacher competency and student achievement.

The District has designed a professional development program consistent with the recommendations made in this document. The professional development programs address the needs of professionals at their respective levels. The training of administrators is also addressed. All professional development activities will be monitored, evaluated and modified, as described in the Plan.

Wei, R. C., Darling-Hammond, L., Andree, A., Richardson, N., Orphanos, S. (2009).

Professional learning in the learning profession: A status report on teacher development in the

United States and abroad. Dallas, TX. National Staff Development Council.

http://www.srnleads.org/resources/publications/pdf/nsdc_profdev_tech_report.pdf.

This document provides a clear definition of what high quality professional development looks like in an effective professional learning system. In such a system, school leaders learn from experts, mentors, and peers to become true instructional leaders. These leaders foster a culture of learning, simultaneously support and pressure teachers to learn how to better understand their student's needs, and make data-driven decisions regarding content, assessments, and pedagogy. Teachers work collaboratively in learning teams to evaluate and assess student learning outcomes, identify areas of need, and develop common assessments, and integrate new strategies into instruction.

The District has designed portions of the professional development program that are consistent with the recommendations made in this document. The professional development program addresses the needs of administrators as learners by bringing in outside expertise to help guide implementations where applicable. The teachers currently work in learning teams and this will be continued as the District strives to create a community of professional learners.

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.

The District will offer learners many varied opportunities to use technology to access rigorous academic courses and content, so that students will graduate college prepared and career ready.

eLearning

Increasing the use of existing computer based instructional software is a major focus of this technology plan. As mentioned previously in this tech plan, the District is currently utilizing a variety of eLearning technologies with students to support language acquisition and remediation, to develop writing skills, and to support a strong foundation in mathematics for students. The District intends to continue and expand upon these efforts so that all students will have the skill sets needed to succeed in a modern, information-based economy.

Online /Blended Learning

The District currently does not have any blended or distance-learning programs in place at this time beyond the vendor provided eLearning programs. However, the District recognizes the urgency of implementing technologies in support of continual access to learning. As evidenced by this tech plan, the District sees how online learning can provide more effective means of delivering content to students on an individual level, provides 24/7 access to learning content, and supports the develop of skills sets that will follow students into higher education and the workforce.

The training of teachers to instruct in online/blended environments will be critical to the success of these implementations. Teachers will need to learn about shifting to a student-centric learning model, designing engaging online learning activities, building online/blended communities, and assessing students in the online/blended environment. Accordingly, the District is allocating funding in this tech plan to support high quality professional development for teachers.

Appendix C: Criteria for EETT Technology Plans

(Completed Appendix C is REQUIRED in a technology plan)

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

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

| 1. PLAN DURATION CRITERION | Page in District Plan | Example of Adequately Addressed | Example of Not Adequately Addressed |
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| 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) | 10 | 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 | 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. | 11 | 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 | Page in | Example of Adequately Addressed | Example of |

| COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D). | District Plan | | Not Adequately Addressed |
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| a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours. | 14 | 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. | 16 | 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. | 19 | 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 | 20 | 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 | The plan suggests how technology will be used, but is not specific enough to |

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| <p>and learning by supporting the district curricular goals.</p> | | <p>learning.</p> | <p>know what action needs to be taken to accomplish the goals.</p> |
| <p>e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.</p> | <p>27</p> | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.</p> | <p>The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.</p> |
| <p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding</p> | <p>30</p> | <p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p> | <p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p> |

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| <p>plagiarism</p> | | | |
| <p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p> | <p>34</p> | <p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p> | <p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.</p> |
| <p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p> | <p>38</p> | <p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan’s goals.</p> | <p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>i. List of clear goals, measurable</p> | <p>43</p> | <p>The plan delineates clear goals, measurable objectives, annual</p> | <p>The plan suggests how</p> |

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| <p>objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p> | | <p>benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p> | <p>technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p> | <p>46</p> | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.</p> | <p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p> |
| <p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p> | <p>49</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities .</p> |
| <p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |

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| 12 (Appendix D). | | | |
| <p>a. Summary of the teachers’ and administrators’ current technology proficiency and integration skills and needs for professional development.</p> | 52 | <p>The plan provides a clear summary of the teachers’ and administrators’ current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.</p> | <p>Description of current level of staff expertise is too general or relates only to a limited segment of the district’s teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p> |
| <p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.</p> | 59 | <p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.</p> | <p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.</p> |
| <p>c. Describe the process that will be used to monitor the Professional Development</p> | 63 | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or lacks detail regarding who</p> |

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| <p>(Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p> | | | <p>is responsible and what is expected.</p> |
| <p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |
| <p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p> | <p>66</p> | <p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p> | <p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p> |
| <p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure,</p> | <p>71</p> | <p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the</p> | <p>The plan includes a description or list of hardware, infrastructure, and other</p> |

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| <p>physical plant modifications, and technical support needed by the district’s teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.</p> | | <p>implementation of the district’s Curriculum and Professional Development components.</p> | <p>technology necessary to implement the plan, but there doesn’t seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.</p> |
| <p>c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.</p> | <p>73</p> | <p>The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.</p> | <p>The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.</p> |
| <p>d. Describe the process that will be used to monitor Section 5b &</p> | <p>89</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or</p> |

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| <p>the annual benchmarks and timeline of activities including roles and responsibilities.</p> | | | <p>lacks detail regarding who is responsible and what is expected.</p> |
| <p>6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |
| <p>a. List established and potential funding sources.</p> | <p>92</p> | <p>The plan clearly describes resources that are available or could be obtained to implement the plan.</p> | <p>Resources to implement the plan are not clearly identified or are so general as to be useless.</p> |
| <p>b. Estimate annual implementation costs for the term of the plan.</p> | <p>94</p> | <p>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.</p> | <p>Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.</p> |
| <p>c. Describe the district's replacement policy for obsolete equipment.</p> | <p>98</p> | <p>Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.</p> | <p>Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.</p> |
| <p>d. Describe the process that will be used to monitor Ed Tech funding, implementation</p> | <p>98</p> | <p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p> | <p>The monitoring process either is absent, or lacks detail</p> |

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| <p>costs and new funding opportunities and to adjust budgets as necessary.</p> | | | <p>regarding who is responsible and what is expected.</p> |
| <p>7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |
| <p>a. Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.</p> | <p>100</p> | <p>The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.</p> | <p>No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.</p> |
| <p>b. Schedule for evaluating the effect of plan implementation.</p> | <p>103</p> | <p>Evaluation timeline is specific and realistic.</p> | <p>The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.</p> |
| <p>c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</p> | <p>103</p> | <p>The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.</p> | <p>The plan does not provide a process for using the monitoring and evaluation</p> |

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| | | | results to improve the plan and/or disseminate the findings. |
| <p>8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Example of Not Adequately Addressed</p> |
| <p>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.)</p> | <p>103</p> | <p>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.</p> | <p>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.</p> |
| <p>9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p> | <p>Page in District Plan</p> | <p>Example of Adequately Addressed</p> | <p>Not Adequately Addressed</p> |

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| <p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p> | <p>104</p> | <p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p> | <p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p> |
| <p>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.</p> | <p>107</p> | <p>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).</p> | <p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p> |