Laguna Beach Unified School District

District Technology Plan

2014-2017
Laguna Beach Unified School District

Technology Plan

Introduction

District Description
The Laguna Beach Unified School District is in a suburban community in Orange County, fifty miles south of Los Angeles. The Laguna Beach Unified School District serves 2,988 students in grades K-12 and provides preschool, TK, and special education classes for children younger than kindergarten. The District includes 1 high school (9-12), 1 middle high school (6, 7, 8) and 2 elementary schools (K-5). The ethnic distribution of the District is 4% Asian, 2% Black, 6% Hispanic, 70% White, 17% Declined to State, and 1% other. Laguna Beach Unified School District is located in the County of Orange County in Southern California. English learners (who are predominantly Spanish speaking) comprise 5% of students. 10% of the students qualify for the National School Lunch Program, NSLP. All 4 schools are California Distinguished schools.

Technology Definition
The Laguna Beach Unified School District uses technology in both its instructional program and in the administration of the District. Technology is defined as the hardware, software applications, and virtual environments used to perform tasks more efficiently and provide the employees with ways to create things originally not possible. In education, the focus is on using the most appropriate technology and applications to support and supplement quality teaching and learning. Such equipment includes, but is not limited to:

1. Computers (desktops and laptops)
2. Mobile devices (iPad, and handheld data devices for science)
3. Digital cameras (still, video, microscopic, and document)
4. Interactive white boards and interactive projectors (like Promethean ActivBoards and Epson BrightLinks)
5. Video technologies (video conferencing, video streaming, broadcast video)
6. Audio recording tools (USB microphones and mobile recorders)
7. Computer-based probeware (PASCO probes)
8. Inter and intra-District network routers and servers
9. Internet access and email servers
10. Internet filters and firewalls
11. Equipment to access telephone and voice services

**Scope of Plan**

This updated three-year plan outlines needs, current resources, and goals for the following areas of technology use and support:

1. Plan Duration
2. Stakeholders
3. Curriculum
4. Professional Development
5. Infrastructure, Hardware, Technical Support and Software
6. Funding and Budget
7. Monitoring and Evaluation
8. Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology
9. Effective Research-Based Methods, Strategies, and Criteria

**Vision:**

“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.”

The alignment of the technology Vision and Mission statement is key to the success of the technology plan.

The introduction of information technologies into virtually every aspect of our lives has led educational leaders, parents, and students to think differently about where and how learning takes place. Traditional concepts of schools, classrooms, and learning are being challenged as technologies introduce new ideas and capabilities into the system. Beyond the school walls, the global business market is demanding a new set of skills from college graduates and has an increasingly growing pool of workers from which to draw the best qualified employees. At the same time, the rate of change in
both business models and related technologies makes identifying the specific skill-set difficult to articulate, let alone plan for.

Our classrooms have not kept up with our virtual learning tools. We are going to reevaluate the physical environments that include but are not limited to presentation, amplification and furniture that will better support collaboration, communication, critical thinking and creativity. These new environments will be called the 4CLE (4C’s Learning Environments).

This technological change is being driven by four factors:

1. The technologies we use are increasingly cloud-based and access is decentralized. Information is accessible at anytime from almost anywhere.
2. There is a growing shift in the way education is viewed; moving from a focus on the transmission of knowledge (teacher-centric) to the process of learning (student-centric).
3. The abundance of and ease of access to resources and relationships made easily accessible via the Internet is driving questions regarding the definition of teacher, class, and textbook.
4. People expect to be able to work, learn, and study whenever/wherever they want to and are increasingly resistant to arbitrarily established restrictions relating to time and place.

These new realities have produced calls from political and business leaders for schools to transform themselves, in order to create learning environments that promote an emerging set of 21st Century learning skills that include active learning, critical thinking, collaborative learning, and knowledge creation. The role of the teacher in this process and the transmission of academic skills and knowledge become even more critical. Teachers will need to use multiple teaching and learning tools and technologies to ensure that students have the academic background necessary to provide the foundation needed for effective use of the technology tools outlined in this plan.

Our vision shaping activities included review and consideration of the five goals articulated in the 2010 National Technology Plan:

1. All learners will have engaging and empowering learning experiences both inside and outside of school that prepare them to be active, creative, knowledgeable, and ethical participants in our globally networked society.
2. Our education system, at all levels, will leverage the power of technology to measure what matters and use assessment data for continuous improvement.
3. Professional educators will be supported individually and in teams by technology that connects them to data, content, resources, expertise, and learning experiences that enable and inspire more effective teaching for all learners.

4. All students and educators will have access to a comprehensive infrastructure for learning where and when they need it.

5. Our education system, at all levels, will redesign processes and structures to take advantage of the power of technology to improve learning outcomes while making more efficient use of time, money, and staff.

This plan describes a shift in focus of the organization from standardization and compliance to innovation and experimentation; from value attached to "presence" (attendance) to one based on outputs in which value is placed on growth as measured against student learning goals. The plan promotes Personalized learning in which instruction is paced to learning needs (individualized), tailored to learning preferences (differentiated), and tailored to the specific interests of different learners. Learning objectives focus on creating environments and activities that support engagement and motivation as determined solely from the learner's perspective. Each teacher is continually guided by student-specific learning data that is gathered on a daily basis (if not more frequently) and used to inform instructional decision making at the student level.

We have initiated a system redesign in which connected learning replaces learning in isolation for both teachers and students. By leveraging the ubiquitous nature of blended and hybrid learning spaces, we have promoted an environment where learning is the constant and time and space are the variables. By promoting learning as borderless (time, place, resources, opportunity) schools and structures are defined only by student learning and productivity – by where the learning takes place. All learners will have 24x7x365 access to learning (resources, opportunities, experiences). The plan outlines processes for finding the optimal teacher, learning environment, and learning resources matched to each student's need.

By focusing on the learning – and therefore the learner – our plan encourages the role of the teacher as a facilitator of student-directed inquiry and learning. This represents a shift from teachers as “solo practitioners” to educators as well-connected lead learners. While there is a need for certificated, professional teachers; learning is not bounded by teacher certification. The plan defines how virtual learning environments will engage experts from the field and supports a means for their voices to be delivered into the learning process. The same will be true for engaging and incorporating voices of students and educators across the globe. The activities within learning environments (both traditional and virtual) are moving from a transmission
or passive learning model to a transaction or active model of learning – one that supports global awareness and connectedness at both the adult and student levels across the organization.
Goals and Implementation Plan

Note: Letters refer to the Criteria Item in Appendix C

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, 2014 through June 30, 2017. 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

The stakeholders of this technology plan include:

- Teachers
- Administrators
- Parents
- Students
- Community and Business Leaders
- District Office Staff Members

THE PLANNING PROCESS

The purpose of technology in schools is to support achievement and empower all students through transforming teaching and learning. The goal of technology planning is to provide technology resources to support District curriculum standards and create measurable objectives for technology integration. Technology is used to assist students in mastering their grade level standards and to prepare them for success in high school, higher education, and beyond as productive, digital citizens in the 21st century. Teachers, student’s parents and administrators are directly involved in the planning and implementation process through instruction, monitoring, survey information and evaluation. Parents from a variety of sites were asked to participate in the process and regular reporting back out to Parents groups are part of the implementation process.

The process used in updating the District Technology Plan included studying current practices and recent research and forming and collaborating with a District
Technology Advisory Committee. The Advisory Committee provided input from our stakeholders.

**District Technology Plan Advisory Committee Involvement**

The following are members of the District Technology Plan Advisory Committee. This committee gave input on technology use in the Laguna Beach Unified School District. They also reviewed and made recommendations for the updating of the District Technology Plan. The Technology Plan Committee will meet regularly for the duration of the tech plan to review and adapt goals and objectives as needed.

**Teachers**

- Jun Shen, Teacher, History, Laguna Beach High School
- Andy Crisp, Teacher, Thurston Middle School

**Principals**

- Jenny Salberg, Principal, Thurston Middle School
- Ron LaMotte, Principal, Top of the World Elementary School
- Chris Duddy, Principal, El Morro Elementary School
- Joanne Culverhouse, Principal, Laguna Beach High School

**Parents and Community & Business Members**

- Alan Angel, President, Haiku Learning Systems
- Ketta Brown, Clerk

**District Office Staff**

- Michael Morrison, Chief Technology Officer
- Ryan Hertzing, Systems Manager
- Darlene Messinger, Assistant Superintendent Instruction
- Jackie Parker, Trainer/Data Quality Assurance
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.

Our lives today truly are digital. No longer can we participate in society without technology. For our teachers, students, and staff technology must be part of the daily experience both inside and outside the classroom. Our challenge as a District, as
educators, is to create learning environments to empower students through a truly personalized learning experience to succeed.

The District works to provide staff and students with the technology required to create personalized learning environments. Through a variety of funding sources a wide array of technologies complement student instruction at the 4 schools. As with the previous technology plans, the long term District goal is to increase 1:1 mobile environments. To reach this goal a variety of technologies are implemented within the District, schools, and classrooms.

Students do not currently have access before and after school at the school sites but looking toward the future with BYOD and equity devices we will be able to allow access in common areas before and after school. There is however a local library 1 block away from the High School that provides access after school hours.

As a base standard, all classrooms in the District are connected to the Internet via a wired connection as well as wireless connectivity.

Within the District all teachers and administrators are provided access to the following technologies, however the technologies highlighted below are old and in many cases ineffective for classroom or administrative work.

1. Faculty and administrators are provided a laptop computer for instructional purposes. In some classrooms the instructor might utilize a desktop computer instead of a laptop.

2. Most classrooms are equipped with projectors some are equipped with Smart Boards (some classrooms have up to 3 monitors in the room)

3. Most of the classrooms utilize document cameras.

4. In the last year we installed over 50 Apple TVs. Most teachers have iPads. (these iPads can access the Apple TV’s for presentations)

5. All staff are provided a District email account for communicating with parents, district staff, and professionally.

6. All staff are able to use a District provided Haiku Learning Management System account for creation of websites or fully interactive online classrooms.
7. An online gradebook, Student Information System (Aeries), and data warehouse (Data Director) are available for use by all teachers in the District.

8. Discovery Streaming is available to all teachers in order to showcase video clips to compliment classroom instruction.

9. For intervention systems such as Read 180, Waterford, and SuccessMaker are used to varying degrees by schools.

10. All employees are provided a Google Apps for Education account for productivity and collaboration.

Within the District students are provided access to the following technologies:

1. Laptop carts, iPad carts and Chromebook carts are deployed in every school within the District. The numbers vary by school, but at each site students are able to access these labs as part of instruction.

2. Google Apps for Education is available for all students. This provides a means to access productivity tools online for instruction.

3. Haiku LMS is available to all students in the District beginning allowing for extended learning away from school.

4. Aleks, SuccessMaker and Read 180 are available at some schools for students.

The above technologies are available during the school hours from approximately 8:00AM to 3:00PM.

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

Administrator Use of Technology: 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, 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.

The below chart shows our current administrations use of technology:

**Administrators Use Technology:**

![Chart showing administrators use of technology]

**Student Use of Technology:**

According to student responses to a District issued Student Technology Survey 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 regularly use technology to access documents and assignments through Haiku. Current Haiku statistics below show steady usage:

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013</td>
<td>February</td>
<td>2448</td>
</tr>
<tr>
<td>2013</td>
<td>March</td>
<td>3931</td>
</tr>
<tr>
<td>2013</td>
<td>April</td>
<td>4054</td>
</tr>
<tr>
<td>2013</td>
<td>May</td>
<td>3067</td>
</tr>
<tr>
<td>2013</td>
<td>June</td>
<td>2219</td>
</tr>
<tr>
<td>2013</td>
<td>July</td>
<td>211</td>
</tr>
<tr>
<td>2013</td>
<td>August</td>
<td>907</td>
</tr>
<tr>
<td>2013</td>
<td>September</td>
<td>11505</td>
</tr>
<tr>
<td>2013</td>
<td>October</td>
<td>12342</td>
</tr>
<tr>
<td>2013</td>
<td>November</td>
<td>8959</td>
</tr>
<tr>
<td>2013</td>
<td>December</td>
<td>6704</td>
</tr>
<tr>
<td>2014</td>
<td>January</td>
<td>10499</td>
</tr>
</tbody>
</table>
Students use Google Apps to collaborate, create presentations and documents. As you can see our collaboration of documents is on the rise based on the statistics below:

<table>
<thead>
<tr>
<th>Year</th>
<th>Month</th>
<th>Collaborators (R, W)</th>
<th>Creators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>February</td>
<td>10964</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>March</td>
<td>13061</td>
<td></td>
</tr>
<tr>
<td>2014</td>
<td>April</td>
<td>6523</td>
<td></td>
</tr>
</tbody>
</table>

**Teacher Use of Technology:**
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.

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.

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.

**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.

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

School and District staff collect, analyze, and utilize data from formative and summative assessments to make decisions that support and improve student, school, and district achievement. Specific focus is given to the development and use of common standards-based local and District benchmark assessments. With this technology plan the District’s long running goal to integrate technology into curriculum is now supported through the National Educational Technology Plan and Common Core State Standards. This technology plan also directly supports the Laguna Beach Unified School Districts Strategic Goals:

1. Student Achievement: All students will demonstrate academic growth across content areas.
2. School Culture: Each student will strengthen connections to the school, the community, and the world by engaging in activities that build skills and responsibility.
3. Learning Environment: Safe, attractive, clean, and well-equipped learning environments will be provided for each student.
4. Staffing: The District will recruit, hire, train, and retain high performing staff.
5. Fiscal Responsibility: The District will maintain fiscal solvency and transparency to ensure support of student learning.
6. Continue Implementation of the Common Core
7. Fully align curriculum, instruction, assessment, and interventions in concert with the State adoption cycle
8. Implement common assessments
9. Prepare for SMARTER Balanced Assessments (SBAC) implementation
10. Create a strategic communication plan to communicate vision and expectations clearly and consistently to all stakeholders – staff, students, parents, and community

Strategies to support district goals include:

Learning Engage and Empower:
Empower students through access to mobile devices both inside and outside school as well as the instructional resources to support their individualized learning goals.

Assessment:
Increase technology based assessment to provide data for data driven decision-making.

**Teaching:**
Provide professional development opportunities to increase technology integration in all content areas. Promote and support teacher-based professional development and PLCs. Initiate the transition into California Common Core State Standards (CCCSS).

**Infrastructure:**
Provide a reliable network to support every student with at least one mobile device as well as all staff with two or more devices. Ensure access to the systems required for student achievement and empowerment.

**Productivity:**
Increase the ability for District technology to improve productivity and provide students increasing opportunities for individualized learning.

**CalMAPP:**
LBUSD has recently started trials rounds of online testing and is able to accommodate the testing through current technology it possesses. A concerted effort will be made to review these test scores and align our efforts with the outcomes of the new testing and standards.
3d. List of clear goals a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Goal 3d.1: Through alignment with ISTE Standards (NETS) and Common Core State Standards, students and teachers will increase use of technology to enhance student achievement to meet or exceed content standard proficiency, and the priorities outlined in the LBUSD Strategic Goals

Benchmarks for 3d.1

- By June 30, 2015 at least 20 Math Common Core grade level lessons will be created to integrate technology and instruction. Evidence from Haiku LMS analytics.

- By June 30, 2016 at least 40 Common Core grade level lessons will be created to technology and instruction; and a minimum 65% of teachers and student will utilize technology to access Common Core materials for instruction. Evidence from Haiku LMS analytics, Google Drive utilization metrics, and Bright Bytes Survey.

- By June 30, 2017 at least 60 Common Core grade level lessons will be created to integrate technology and instruction; and a minimum 80% of teachers and student will utilize technology to access Common Core materials for instruction. Evidence from Haiku LMS analytics, Google Drive utilization metrics, and Bright Bytes Survey.

- Goal 3d.2: Teachers will use data from Aeries, Data Director, and Haiku LMS to analyze student achievement and inform the design of curriculum to support student achievement.

- Objective 3d.2: By June 30, 2017, 80 % of teachers will use data from Aeries, Data Director, and Haiku LMS to analyze student achievement and inform the design of curriculum to support student achievement as measured by the Bright Bytes Student/Teacher/Parent survey and LBUSD usage statistics on software systems such as Learning Management Systems, Student Information Systems and Data Driven decision-making online tools.
Benchmarks for 3d.2

- By June 30, 2015, 60% of teachers will use data from Aeries, Data Director, and Haiku LMS to analyze student achievement and inform the design of curriculum to support student achievement.

- By June 30, 2016, 70% of teachers will use data from Aeries, Data Director, and Haiku LMS to analyze student achievement and inform the design of curriculum to support student achievement.

- By June 30, 2017, 80% of teachers will use data from Aeries, Data Director, and Haiku LMS to analyze student achievement and inform the design of curriculum to support student achievement.

Implementation Timeline, Activities and Evaluation for Objectives 3d.1 and 3d.2

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Responsible</th>
<th>Evaluation/Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create common core technology infused lessons</td>
<td>June 2014 and ongoing</td>
<td>CTO, Asst. Supt. Of Instruction, Teachers, site administrators</td>
<td>Lesson and curriculum is developed and accessible in LMS. Reports on LMS usage. Instruction, Site administrators and Teachers will review and adapt as needed</td>
</tr>
<tr>
<td>Use of Data Director, Haiku LMS and Aeries to analyze student achievement</td>
<td>June 2014 and ongoing</td>
<td>CTO, Asst. Supt. Of Instruction, Teachers, site administrators</td>
<td>PLC reports, Principal Reports, analytical data from system, Annual report. Instructional Services, Site administrators and Teachers will review and adapt as needed</td>
</tr>
</tbody>
</table>

3.e. List of clear goals and a specific implementation plan detailing how and when students will acquire technology specific skills needed to succeed in the classroom and the workplace.
Laguna Beach Unified School District will focus on providing opportunities for
students to practice 21st century learning skills. Based on the International Society for Technology in Education’s (ISTE) Standards for Students (NETS) skills and the Common Core State Standards, students will be engaged in a variety of activities that help promote these skills in an academic setting. The NETS focuses on six specific areas that include creativity and innovation; communication and collaboration; research and information fluency; critical thinking, problem solving and decision-making; digital citizenship; and technology operations and concepts. Educators will teach lessons that promote technology, information literacy and are based on the District Technology Standards for Students.

Goal 3e.1: By June 2017, all Students will be taught the technology skills needed to succeed in the classroom and the workplace based upon current ISTE Standards.

Objective 3e.1: By June 2017, 100% of students will receive regular instruction aligned with the ISTE Standards and the District Technology Standards Matrix to acquire the technology skills and information literacy necessary to succeed as measured by classroom lesson plans, formative, summative and project based assessments.

Benchmark 3e.1:

- By June 2015, LBUSD will develop a District Technology Standards Matrix based upon ISTE Standards for K-5 grade levels. Teachers at Grade K-5 will receive training on how to teach lessons related to the matrix to students and assess progress towards mastery of matrix. These will be measured by classroom lesson plans, formative, summative and project based assessments.

- By June 2016, LBUSD will develop a District Technology Standards Matrix based upon ISTE Standards for 6-8 grade levels. Teachers at Grade 6-8 will receive training on how to teach matrix to students and assess progress towards mastery of matrix. These will be measured by classroom lesson plans, formative, summative and project based assessments.

- By June 2017, LBUSD will develop a District Technology Standards Matrix based upon ISTE Standards for 9-12 grade levels. Teachers at Grade 9-12 will receive training on how to teach matrix to students and assess progress towards mastery of matrix. These will be measured by classroom lesson plans, formative, summative and project based assessments.

Goal 3e.2 Students will be taught the information literacy skills needed to become proficient at locating, accessing, and evaluating information and resources on the Internet.
Objective 3e.2: By June 2017, 80% of students will be taught and demonstrate competency on technology and information literacy skills aligned to the District Standards Matrix, as evidenced by student work and teacher lesson plans

Benchmark 3e.2:

- By June 2015, 60% of students will receive instruction on information literacy and create digital work demonstrating information literacy skills.
- By June 2016, 70% of students will receive instruction on information literacy and create digital work demonstrating information literacy skills.
- By June 2017, 80% of students will receive instruction on information literacy and create digital work demonstrating information literacy skills.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Responsible</th>
<th>Evaluation/Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Committee develops District Technology Standards Matrix</td>
<td>2014 and continuing</td>
<td>CTO, Assistant Superintendent Instruction, site administrators and Teachers</td>
<td>Matrix is completed and shared with Board. Instruction, site based administrators and teachers will evaluate and adapt as needed</td>
</tr>
<tr>
<td>CCSS Lessons aligned with District Technology Standards Matrix are publicized and shared</td>
<td>June 2015 and ongoing</td>
<td>CTO, Assistant Superintendent Instruction, site administrators and Teachers</td>
<td>Lesson and curriculum is developed and accessible in LMS. Reports on LMS usage, student work samples. Instruction, site based administrators and teachers will evaluate and adapt as needed</td>
</tr>
<tr>
<td>Student digital work stored and demonstrated in Haiku LMS</td>
<td>June 2015 and ongoing</td>
<td>CTO, Assistant Superintendent Instruction, site administrators and Teachers</td>
<td>Student work samples available through Google Drive and LMS. Instruction, site based administrators and teachers will evaluate and adapt as needed</td>
</tr>
</tbody>
</table>
3.f List of clear goals and a specific implementation plan for the appropriate and ethical use of information technology to all student and teachers.

Laguna Beach Unified School District staff participates in professional development regarding Fair Use, understanding Copyright Laws, and respect for intellectual property. For students understanding each area is increasingly important as they navigate in a globally connected world. To assist students with meeting these needs, LBUSD lessons are created to provide students skills necessary to address issues concerning ethical and appropriate use. The resources are available online and all students grades K-8 participate.

Goal 3f.1: Students will be taught the appropriate and ethical use of information technology acquire the Internet safety skills needed to succeed in the classroom and the workplace based upon current ISTE Standards #5. The lessons, which make use of Common Sense Media curriculum, are currently online and available to all LBUSD students and staff. The Federal Communications Commission also provides resources online (http://www.onguardonline.gov/) as well as printed resources through its Netcetera publications that are available for free and will be incorporated into parent and student orientations and trainings.

Objective 3f.1: By June 2017, 100% of students and staff will be trained and be taught the appropriate and ethical use of information technology instruction aligned with the ISTE Standards and using FCC resources.

Benchmark 3f.1:

- By June 2015, 100% of students and staff will be trained in the appropriate and ethical use of information technology lessons.

- By June 2016, 100% of students and staff will be trained in the appropriate and ethical use of information technology lessons.

- By June 2017, 100% of students and staff will be trained in the appropriate and ethical use of information technology lessons.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Responsible</th>
<th>Evaluation/Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Internet Safety Lessons</td>
<td>Completed</td>
<td>CTO, Coordinator, Instruction, Site administrators and students</td>
<td>Lessons are completed and shared with staff. Instruction, site administrators and teachers review progress and adapt as</td>
</tr>
</tbody>
</table>
### by grade level.

<table>
<thead>
<tr>
<th>Online Internet Safety Lessons are updated by grade level.</th>
<th>March 2015 and yearly thereafter.</th>
<th>CTO, Coordinator, Instruction, Site administrators and students</th>
<th>Lesson and curriculum is developed and accessible in LMS. Instruction, site administrators and teachers review progress and adapt as needed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students participate in online Internet Safety lessons.</td>
<td>June 2015 and ongoing</td>
<td>CTO, Coordinator, Instruction, Site administrators and students</td>
<td>Haiku analytics, Instruction, site administrators and teachers review progress and adapt as needed.</td>
</tr>
</tbody>
</table>

#### 3.g List of clear goals and a specific implementation plan for Internet Safety, including how teachers and students will be trained to protect online privacy and avoid online predators.

The Tech. Services Department and District Office will continue to raise awareness about Internet safety, online privacy, and online predators. Information, resources, and lessons will be presented to parents, teachers, and students. All students and parents will sign the Acceptable Use Policy (AUP) to reinforce the importance of Internet safety both at home and school.

The Technology Site Leads will utilize Common Sense Media content to create lesson plans and resources published through Haiku at each grade level to provide Digital Citizenship training. This training will assist students in being prepared to ensure their privacy and safety on the Internet. Teachers will receive online and face-to-face training on FCC resources and use them as a resource to teach students and parents.

Goal 3g.1: Students will be taught the digital citizenship skills needed to remain internet safe and protect their privacy based upon current ISTE Standards #5. The lessons, which make use of Common Sense Media curriculum, are currently online and available to all LBUSD students and staff.

Objective 3g.1: By June 2017, 100% of students will participate in digital citizenship...
instruction aligned with the ISTE Standards.

Benchmark 3g.1:

- By June 2015, Tech. Services will post activities aligned to the ISTE Standards #5 utilizing Common Sense Media curriculum, and 100% of students will participate in the digital citizenship lessons covering the ethical use of technology and internet safety by accessing the FCC resources.

- By June 2016, 100% of students will participate in the digital citizenship lessons covering the ethical use of technology and Internet safety.

- By June 2017, 100% of students will participate in the digital citizenship lessons covering the ethical use of technology and Internet safety.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Responsible</th>
<th>Evaluation/Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Digital Citizenship Lessons are posted by grade level.</td>
<td>Completed</td>
<td>CTO, Coordinator, Instruction, Site administrators and students</td>
<td>Lessons are completed and taught to staff, then taught by staff to students. Review and adapt as needed.</td>
</tr>
<tr>
<td>Online Digital Citizenship Lessons are updated by grade level.</td>
<td>March 2015 and yearly there after.</td>
<td>CTO, Coordinator, Instruction, Site administrators and students</td>
<td>Lesson and curriculum is developed and accessible in LMS. Instruction and staff review and adapt as needed.</td>
</tr>
<tr>
<td>Students participate in online Digital Citizenship lessons.</td>
<td>June 2015 and ongoing</td>
<td>CTO, Coordinator, Instruction, Site administrators and students</td>
<td>Haiku analytics. Instruction and staff review and adapt as needed.</td>
</tr>
</tbody>
</table>

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

All students and all sites within Laguna Beach Unified School District will have
equitable access to technology. Wireless access to the Internet is available to all students and teachers from every classroom, library, MPR, lab and other locations throughout our schools. Each school site is equipped with at minimum a laptop cart and multiple iPad cart deployments. During the 2014/15 school year LBUSD will pilot BYOD programs at all sites. In 2015/16 over 50% of students will bring their own device. In 2016/17 year 75% of students will bring their own device. Equity devices will be provided for anyone without justification.

Students with special needs for example a 504 plan or special education individualized learning plans will receive appropriate technologies related to their needs as identified in their individualized plan. All students have an individualized plan in LBUSD called an RTI plan where technology is appropriate students will be allowed to access the technology needed for their success.

3.i List of clear goals, measurable and a specific 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.

The District puts an emphasis on the use of data-driven decision-making. Principals and teachers will continue to spend time analyzing results of benchmarks and statewide testing to ensure that students are showing growth and instruction is focused on student needs. In Professional Learning Community (PLC) meetings, teachers analyze test results and determine specific students who may need a modified curriculum, re-teaching, and reinforcement. Additionally, teachers are given time to determine if there are any specific areas to re-teach the entire class. The use of Data Director and Aeries reporting features help to facilitate the easy analysis of trends in student achievement, benchmarks and state testing. LBUSD will expand access to all actionable data to students and parents in a parent portal, application and/or web access.

Goal 3i.1: All teachers and administrators will analyze Common Core assessments, provide immediate response to student needs as evidenced by the analysis results, and provide the results in a timely and actionable manner to students and parents.

Objective 3i.1: By June 2017 all teachers will use data and assessments to guide instruction, develop and analyze formative assessments in PLCs, and share assessment results with students and parents via a web portal and applications at least nine times a year.

Benchmark 3i.1:
• By June 2015, all teachers will use Data Director Data System and Aeries to develop and analyze assessment data with PLCs at least three times a year

• By June 2016, all teachers will use Data Director Data System and Aeries to develop and analyze assessment data with PLCs monthly at least six times a year

• By June 2017, all teachers will use Data Director Data System and Aeries to develop and analyze assessment data with PLCs monthly at least nine times a year

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Responsible</th>
<th>Evaluation/Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training for Data Director Ed data analysis.</td>
<td>June 2014 and ongoing</td>
<td>Instruction, site administrators and teachers</td>
<td>Training agendas, sign-in sheets, increased Data Director log in data. Regular review by Instruction, site principals and teachers. Adapt as needed based on feedback</td>
</tr>
<tr>
<td>Teachers meeting in PLC groups to analyze data and share assessment results.</td>
<td>Monthly, ongoing</td>
<td>Education Services, site administrators and teachers</td>
<td>Principals through PD day agendas and notes. Regular review by Instruction, site principals and teachers. Adapt as needed based on feedback</td>
</tr>
<tr>
<td>Review assessments in Data Director and monthly report of logins.</td>
<td>June 2015 and ongoing</td>
<td>Education Services, site administrators and teachers</td>
<td>Use reports. Regular review by Instruction, site principals and teachers. Adapt as needed based on feedback</td>
</tr>
</tbody>
</table>
3.j List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve communication between home and school.

Laguna Beach Unified School District has a vision to develop new ways and refine traditional methods of improving the communications between home and school. It is through timely and relevant communication that the Home-School Connection is strengthened. In recent years, the District has posted PDFs and audio files of the Board Agenda on the District Website, increased use of Haiku Learning Management System for creating hybrid face-to-face and online learning environments, developed a new District website, rolled out a new email system. The District strives to provide communication to parents in a variety of ways to give families personal choice in how they receive important and essential information. Every teacher and school has access to Aeries to share information about data and achievement with all parents and students. Additionally, school sites utilize the BlackBoard ConneCtEd voice calling solution to provide families with information via mobile or home phone quickly and efficiently. Parents can access teachers through email which is posted on each teacher’s Haiku syllabus page. Blackboard Connect also allows sites to collect survey information from parents easily through their phones. Sites will use these collection tools when appropriate to gather information from parents.

Goal 3j.1: Teachers will utilize Haiku LMS to communicate with parents and students.

Objective 3j.1: By June 2017, 80% of teachers will use Haiku LMS in order to communicate information and curriculum with parents, as measured by student and parent surveys and Haiku usage reports and feedback provided by parents and students.

Benchmark 3j.1:

- By June 2015, 60% of teachers will use and maintain websites that include social media tools allowing feedback and input from parents using Haiku LMS for communicating instruction and information with families, as measured by student and parent surveys and Haiku usage reports and feedback provided by parents and students.

- By June 2016, 70% of teachers will use and maintain websites using Haiku LMS for communicating instruction and information with families, as measured by student and parent surveys and Haiku usage reports and feedback provided by parents and students.
- By June 2017, 80% of teachers will use and maintain websites using Haiku LMS for communicating instruction and information with families, as measured by student and parent surveys and Haiku usage reports and feedback provided by parents and students.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Responsible</th>
<th>Evaluation/Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training for Haiku LMS.</td>
<td>June 2014 and ongoing</td>
<td>Instruction, CTO, Technology Services</td>
<td>Training agendas, sign-in sheets, District certificates awarded, and Haiku analytics of classes and teacher sign-ins. Review and adapt as needed.</td>
</tr>
<tr>
<td>Parent awareness meetings.</td>
<td>Monthly, ongoing</td>
<td>Principals, Teachers</td>
<td>Principals through PD day agendas and notes. Review and adapt as needed</td>
</tr>
<tr>
<td>Review teacher, parent and student logins to the Haiku.</td>
<td>June 2015 and ongoing</td>
<td>Instruction and Technology Services, site administrators and teachers</td>
<td>Haiku Use reports. Review and adapt as needed</td>
</tr>
<tr>
<td>Teacher Haiku Websites</td>
<td>June 2015 and ongoing</td>
<td>Teachers, Principals, Instruction</td>
<td>Haiku usage reports and analytics. Review and adapt as needed</td>
</tr>
</tbody>
</table>

**3k. 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.**

**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.

**4. Professional Development Component**
Technology literacy is a key component of navigating in the world today. Increasing the work of teachers and administrators is significantly enhanced by technology. The integration of technology into the profession is positively impacting student achievement, empowering students to learn and work in an increasingly globalized world. To assist educators with the skills needed and prepare administrators to effectively manage schools the district must ensure:

- Equipment is easily accessible to teachers and students in classrooms and provided adequate wireless access to student devices.
- Technical support is immediate and efficacious.
- Integration is enhancing and developing effective content geared to content standards mastery, not technology mastery.
- Staff development is ongoing, collaborative and geared to individual needs across a wide spectrum of skills and abilities allowing them to grow professionally.

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

Based on the technology surveys conducted and referenced in item 3.b. 69% of teachers use technology daily and 70%-75% of the administrators use the tools regularly to perform administrative functions. While this number is high it could be higher. Technology has become such a critical tool that all teachers and administrators will need to use it to better perform their duties as assigned. Teachers have never been involved in or trained in a cohesive BYOD program so more training in the digital tools and techniques are necessary to make these initiatives effective.

4b. List of clear goals, measurable objectives and a specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks, and timeline.

The Chief Technology Officer and the Directors of Instruction will work with Tech. Leads to present and prepare model academic technology lessons within the classroom of each of the school sites. The Tech. Leads will also develop skeletal digital content areas on Haiku for teachers to use and integrate with their daily instruction.

Goal 4b: Provide staff development opportunities to assist teacher and administrators in using technology to support common core and District curriculum standards to meet the goals of this plan.
Objective 4b.1: 100% of teachers will be trained in the use of mobile devices for instruction as evidenced by site professional development agendas and the LBUSD Technology Survey.

Benchmark 4b.1:

- By June 2015, 70% of teachers and administrators will be trained in the use of mobile devices for instruction as evidenced by professional development agendas, sign-in sheets and the LBUSD Technology Survey.

- By June 2016, 85% of teachers and administrators will be trained in the use of mobile devices for instruction as evidenced by professional development agendas, sign-in sheets and the LBUSD Technology Survey.

- By June 2017, 100% of teachers and administrators will be trained in the use of mobile devices for instruction as evidenced by professional development agendas, sign-in sheets and the LBUSD Technology Survey.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timeline</th>
<th>Responsible</th>
<th>Evaluation/Modification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post best practice, sample lessons and ideas</td>
<td>Summer 2014 and ongoing</td>
<td>Instruction, Site</td>
<td>Haiku website, Instruction, site administrators and teacher reviews and usage</td>
</tr>
<tr>
<td>for integrating iPads into instruction on</td>
<td></td>
<td>Administrators, teachers</td>
<td></td>
</tr>
<tr>
<td>Haiku website.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principal training on mobile device programs.</td>
<td>Training during principal meetings, at</td>
<td>Instruction, Superintendent,</td>
<td>Agenda for Principal Meetings</td>
</tr>
<tr>
<td></td>
<td>minimum every other month</td>
<td>Tech. Services</td>
<td></td>
</tr>
<tr>
<td>Site based</td>
<td>Fall 2014</td>
<td>Sites, Tech. Leads,</td>
<td>Site PD agendas and training</td>
</tr>
</tbody>
</table>
mobile device integration professional development.

Ongoing district-wide mobile device professional development.

Site based mobile device trainings at PLCs or coaching.

4c. Describe the process to monitor the Professional Development goals, objectives, benchmarks and activities.

The Chief Technology Officer and Program Specialist, Technology and Media Services, in conjunction with the Education Services team will annually monitor the progress of teachers and administrators via the Net Day SpeakUp survey by Project Tomorrow and Bright Bytes District surveys conducted yearly. Technology professional development will be annually monitored and adjusted depending on the results of these surveys. Evaluations are collected from participants at the end of each professional development opportunity. These are used to evaluate the success of the trainings and to determine if there is any need for modifications. Yearly, staff and students take the Net Day SpeakUp survey and District Bright Bytes Survey to provide information on professional development opportunities and needs. In addition, access logs to Haiku, Data Director Ed, Discovery Streaming, and Aeries provide data on how these tools are being used. The Coordinator of Assessment and Accountability, with assistance from the Technology Services Department, will collect data from these sources on an annual basis. This data will be used to help guide staff development to help meet the goals of this plan.

The technology use section in the Bright Bytes Technology Survey will be utilized to monitor the number of teachers integrating technology across the curriculum and help determine staff development needs. Site administrators will also utilize the Bright Bytes Technology Survey to monitor the increase in technology use. Records will be
kept by the Technology Services and the Instruction Departments as to the types of professional development opportunities requested and delivered to staff and school sites. This data will be analyzed to help plan future staff development offerings and custom trainings.

The Chief Technology Officer and Technology Department Staff are responsible for the purchase, installation, maintenance, and repair/replacement of equipment and programs that support the Plan. The Site Administrators are responsible for ensuring that classrooms are equipped, staff is trained to use the programs and equipment, and students are meeting the standards for the academic content and technology standards proficiency. District and Site clerical staff is responsible for the maintenance of data from assessments and survey, records of purchases, work orders, and personnel records. Classroom Teachers are responsible for implementing standards-based instructional lessons integrating LBUSD Technology Standards to prepare students for promotion requirements. Site staff is responsible for attending training, meeting in PLCs to discuss student achievement, and implementing the new instructional materials.

By June 30 each year, starting in 2015, the Technology Services and the Instructional Services Departments will meet with principals to discuss professional development goals and needs for the following year. This will include training opportunities for administrators, District Wednesdays, and specific school sites. This information will also be used to help guide the supporting material that will be posted to the district Haiku as professional development resources.

At least once per year the Chief Technology Officer will report on the progress of plan goals to the Technology Advisory Committee, the Cabinet and the Superintendent. At the request of the Cabinet and Superintendent, the Chief Technology Officer will also provide a Board presentation on the progress with technology integration within the District.

5. Infrastructure, Hardware, Technical Support, and Software Component

5 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.

To participate in this digital world, the District recognizes the increased student need to access technology and Internet resources. The learning goals and objectives
outlined throughout this plan highlight the ever-growing need for technology and training. The ideal learning environment outlined in this plan guides the District toward a 1:1 student learning space. The reality is that the networks needed to support future rollouts will need to support 2-1 and even 3-1 deployments. To increase access at school sites to technology coordinated efforts between sites and the District office is essential.

Currently the district uses 1,300 mobile devices and computers for instruction. These are mainly based in labs and mobile carts with a small percentage of groups of computers in classrooms.

**Infrastructure and Networking**

The District continues to receive federal E-Rate dollars to expand the capacity of the District network. These funds have been used to increase the speed of the Network.

**Existing Internet Access**

All schools have a 1 Gig fiber backbone from each site IDF to their respective MDFs. Each network drop on every campus is a minimum of 1GB and all wireless devices are capable of A-C communication.

Each school site is connected to the District's wide area network (WAN). All schools are connected via fiber optic lines providing 1GB of bandwidth. District staff monitors and assesses bandwidth usage at all sites to determine the most appropriate provision of bandwidth to meet on-going needs.

The District's WAN is connected to its Internet Service Provider, the COX Communications through a fiber optic circuit providing 1Gbps of bandwidth between the District and the Internet. There is an additional 10mb Connection to the Orange County Department of Education for Business, Payroll and HR systems.

The WAN services within the District deliver access to the network resources such as cloud based Instruction, email, district web site. A LightSpeed filtering system filters the Internet services provided. This was to give more granular control of the filtering and to provide more educational content to students and staff.

The District continues to use its Cisco VOIP phone system at Laguna Beach High School and Thurston Middle School. Top of the World Elementary School and El Morro continue to use an analog phone system. Cellular service is currently used by both school site and District support personnel to provide enhanced communications in support of instructional and logistical activities.
Hardware
Every teacher has a wireless laptop/desktop to use for instructional purposes.

Technical Support
The District’s Tech. Services Department currently provides network troubleshooting and repair services for computers, mobile devices, interactive whiteboards, document cameras, printers, and projectors. Additionally, technical support is provided for the applications used throughout the District including but not limited to: Haiku LMS, Discovery Streaming, Google EDU, Email, OCDE Bi-Tech, Data Director, Scholastic, and more. See the Funding and Budget section for a list of support staff positions.

At each school site, two existing teachers serve as the site’s Technology Lead. He or she receives special training, support, and information at regularly scheduled District meetings.

One District computer Help Desk Technician rotates part of his time between all schools. A District Trainer establishes classes and trains teachers in current technologies.

Software
Laguna Beach Unified School District uses a wide variety of device specific software and applications as well as cloud based software. These resources support all support systems (HR, Business Services, Warehouse etc.) as well as direct instruction and learning. The Laguna Beach Unified School District utilizes a wide variety of instructionally based applications and programs that include but are not limited to, Discovery Education, Scholastic Etc.…

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.

Hardware Needed:
Further investment needs to be made in teacher laptops throughout the District, as well as at the District Office in most departments. Technology Services recommends
creating a rotational purchase schedule at the District Office to replace equipment on a yearly basis, with all machines being updated every 3 to 4 years.

To support BYOD implementations equity devices will need to be purchased, distributed and maintained.

The servers continue to need updating and replacement. Two servers should be planned each year for purchase. Server room battery backups need to be addressed during the scope of this plan. The core switches at the District Office and switches at sites need to be updated to meet the additional demand placed upon resources from the increased number of devices within the District. Tech. Services is proceeding with much needed upgrades to its centralized servers, filters, wireless access points and core switching and will propose a three year refresh cycle to insure that all systems are capable of supporting district wide operations and implementations.

**Infrastructure Needed:**

**Networking Needed:**
Currently all classrooms are covered by Wi-Fi with each classroom having a minimum 1 access point. Additionally, there is a need to replace aging switches in the schools IDF and MDF cabinets. 10Gbps network backbones will be required.

**Technical Support Needed:**
The need is currently being evaluated for a Data Base Administrator to assist with the deployment of the Student Information System and connected systems.
5c: List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.

2014/15
10GB Backbone and Replacement Switches - $80,000
Equity Devices – Use existing carts no funding necessary.

2016/17
10GB Backbone and Replacement Switches - $80,000
Data Base Administrator - $90,000 (to be added to the yearly budget)
Equity Devices - $20,000

2017/18
10GB Backbone and Replacement Switches - $80,000
Equity Devices - $20,000

5d. Describe the process that will be used to monitor Section 5b and the annual benchmarks and timeline of activities including roles and responsibilities.

Monitoring the District’s progress in meeting its technology goals in the areas of infrastructure, hardware, technical support and use of software is one of the major activities of the Technology Services. If District personnel have a problem with network speed or connectivity, Technology Services is called to help solve the problem. Technology Services is also called for hardware and software recommendations and for help on answering technical problems.

The Chief Technology Officer is responsible for the timely delivery of requested technical support. At weekly Technology Services Department meetings, a list of current projects is reviewed and discussed by technical support staff. These meetings provide a chance for problem-solving, future needs planning, and for planning how the department will work to accomplish the goals of the District Technology Plan.

District departments and school sites monitor the need for additional equipment. The Technology Service Department assists schools and departments with hardware and software selection to meet their needs. Schools and departments are made aware of any upcoming programs that may require the purchase of additional hardware. The Lead Purchaser is responsible for ordering equipment and verifying the accuracy of equipment and software orders. Updates of new hardware and other technology items of interest are presented at regular Site Technology Rep meetings, principal’s meetings, and at District general management meetings.
The Technology and Instructional Services Departments assist the District in identifying current educational software and learning resources available to help students and teachers meet District curriculum goals. Technology training includes workshops on how to use the recommended software to help students meet District goals and standards.

Technology Services is responsible for compliance with laws that require Internet filtering on computers accessed by students. Technology Services provides filtering for all district devices. The District also provides local filters and filters on devices that go home with students. This process is continuous and is monitored by the Chief Technology Officer. In addition to these goals LBUSD will provide parent and student orientations and trainings focused on responsible use and shared responsibility.

At least once per year the Chief Technology Officer will report on the progress of plan goals to the Technology Advisory Committee, the Cabinet and the Superintendent. At the request of the Cabinet and Superintendent, the Chief Technology Officer will also provide a Board presentation on the progress with technology integration within the District.

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.
Laguna Beach Unified School District continues to use any and all funding sources that are available and meet any compliance criteria required to be used for the support of equipment, infrastructure and bandwidth.
• K-12 Ed Tech Voucher
• 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)
• Orange County CUE Classroom Technology Grants
  (Classroom grants in support of goals)
• PTA Contributions
• Local fund-raising efforts
• Donations
• Common Core State Standards Funding

6b. Estimate annual implementation costs for the term of the plan.
This is a Three-year plan, total estimated cost for its duration.

Professional Development:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Monthly stipend for Technology Site Leads and TOSA's</td>
<td>$80,000</td>
<td>$85,000</td>
<td>$90,000</td>
<td>Title I, Title II Founda</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Fund</td>
</tr>
<tr>
<td>Stipends for developing CCSS Units</td>
<td>$30,000</td>
<td>$40,000</td>
<td>$40,000</td>
<td>Title I, Title II Founda</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>General Fund</td>
</tr>
<tr>
<td>LMS Training</td>
<td>$10,000</td>
<td>$15,000</td>
<td>$15,000</td>
<td>Title I, Title II Founda</td>
</tr>
<tr>
<td>Various update trainings on existing software and systems in</td>
<td>$100,000</td>
<td>$105,000</td>
<td>$125,000</td>
<td>Foundations, General Fun</td>
</tr>
<tr>
<td>support of Section 3 goals (sub days, outside vendors, etc)</td>
<td></td>
<td></td>
<td></td>
<td>CTAP vouchers</td>
</tr>
</tbody>
</table>
### Tech Support:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director of Technology, Site/District Level IT Staff (Salary &amp; Benefits)</td>
<td>$600,000</td>
<td>$600,000</td>
<td>$660,000</td>
<td>General Fund, Title I,</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>$600,000</td>
<td>$600,000</td>
<td>$660,000</td>
<td></td>
</tr>
</tbody>
</table>

### Software:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hapara</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>Foundations, General Fund</td>
</tr>
<tr>
<td>Successmaker</td>
<td>$70,000</td>
<td>$70,000</td>
<td>$70,000</td>
<td>General Fund, Title I, Title II, Foundations</td>
</tr>
<tr>
<td>Waterford</td>
<td>$1,700</td>
<td>$1,700</td>
<td>$1,700</td>
<td>General Fund, Title I, Title II, Foundations</td>
</tr>
<tr>
<td>TechSmith Relay</td>
<td>$20,000</td>
<td>$20,000</td>
<td>$20,000</td>
<td>General Fund, Title I, Title II, Foundations</td>
</tr>
<tr>
<td>VoiceThread</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>General Fund, Title I, Title II, Foundations</td>
</tr>
<tr>
<td>Virtualization Software</td>
<td>$15,000</td>
<td>$15,000</td>
<td>$15,000</td>
<td>Foundations, General Fund</td>
</tr>
<tr>
<td>Learning Management System</td>
<td>$8,000</td>
<td>$8,000</td>
<td>$8,000</td>
<td>Foundations, General Fund</td>
</tr>
<tr>
<td>Emergency Response System</td>
<td>$3,000</td>
<td>$3,000</td>
<td>$3,000</td>
<td>Foundations, General Fund</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>$140,700</strong></td>
<td><strong>$140,700</strong></td>
<td><strong>$140,700</strong></td>
<td></td>
</tr>
</tbody>
</table>

### Hardware:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Replacement machines</td>
<td>$400,000</td>
<td>$400,000</td>
<td>$400,000</td>
<td>General Fund, Title I, Title II, Foundations</td>
</tr>
</tbody>
</table>

---

Laguna Beach Unified School District - Tech Plan-Revised May, 2014
### Infrastructure:

<table>
<thead>
<tr>
<th></th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>Potential Funding Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upgrade 10Gbps backbone</td>
<td>$80,000</td>
<td>$80,000</td>
<td>$80,000</td>
<td>General Fund, Foundations</td>
</tr>
<tr>
<td>Totals</td>
<td>$80,000</td>
<td>$80,000</td>
<td>$80,000</td>
<td></td>
</tr>
</tbody>
</table>

### Overall:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional</td>
<td>$230,000</td>
<td>$255,000</td>
<td>$280,000</td>
<td>General Fund, Title I, Title II, Foundations, CTAP Vouchers, Grants, CCSS funding</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technical Support</td>
<td>$600,000</td>
<td>$630,000</td>
<td>$660,000</td>
<td>General Fund</td>
</tr>
<tr>
<td>Software</td>
<td>$140,700</td>
<td>$140,700</td>
<td>$140,700</td>
<td>General Fund, Title I, Title II, Foundations,</td>
</tr>
<tr>
<td>Hardware</td>
<td>$800,000</td>
<td>$800,000</td>
<td>$800,000</td>
<td>General Fund</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>$80,000</td>
<td>$80,000</td>
<td>$80,000</td>
<td>General Fund –</td>
</tr>
<tr>
<td>Totals</td>
<td>$1,850,700</td>
<td>$1,905,700</td>
<td>$1,960,700</td>
<td></td>
</tr>
</tbody>
</table>

### 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 1,200 computers over three years.

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 CTO 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.

Using the process described above LBUSD will continually monitor funding opportunities, new technologies, collaborative partnerships and any other possible funding sources to apply to this plan. As funding is available Tech. Services and purchasing staff will seek out technology solutions that are best suited to the goals outlined in this plan and apply them in the most effective and efficient manner. The Chief Technology Officer is a member of both formal and informal edtech networks and will continually share that info with all LBUSD stakeholders to insure that LBUSD is aware and able to apply for new funding opportunities. Purchase orders and work orders will also be used to monitor progress in terms of purchases and installations.

7. Monitoring and Evaluation

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

The impact on student learning in the attainment of curriculum goals will be monitored by using state testing data and District multiple measures data. The District multiple measures data consists of the results of a variety of assessments collected during the year using Data Director Ed, our online data warehouse. These assessments include, but are not limited to District benchmarks in English language arts and mathematics. These same assessments, along with information from state testing, are used to determine at-risk students and plan interventions to help them
meet curricular goals. The data is analyzed for all schools and can easily be used to look at the impact of technology on programs and to determine where technology tools could be used to assist students and teachers in meeting District academic goals.

Information gathered from the analysis of student achievement data will be used to assess the use of technology in the District. Recommendations of successful practices will be shared with the Advisory Committee District Office departments, site administrators, and Technology Reps.

The District created school technology survey, professional development evaluations, and SpeakUp data will be monitored by the Chief Technology Officer on a yearly basis. Training, coaching, and mentoring sessions will be logged and sign-in sheets of attendees will be kept by the leaders doing the training. The Digital Learning Team will use this data to monitor progress and plan staff development offerings.

After all implementation data has been gathered by each June, the Technology Services Department and the Technology Committee will meet to review the data and make suggestions for revisions in the plan. Revisions to the plan are designed to be ongoing to empower digital learning in our schools.

Information about the use of technology will be shared with the District Superintendent and the Board of Trustees when requested so that plans can be made for technology in the future. This information will also be presented to principals at principal meetings during the year. Principals will annually review data about technology integration at their site so that modifications can be made to individual School Technology Action Plans. Technology Services will review the data collected on computer repair, response to technical issues, and training evaluations and will use it to analyze and improve department services and plan for future needs.

7b. Schedule for evaluating the effect of plan implementation.
The technology committee will meet twice a year to review data and indicators described within the plan. The Education Services department will discuss plan indicators monthly at scheduled meetings with any feedback being provided to the technology committee. These meetings form the basis to evaluate the plan’s implementation.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsibility</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2015-17</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Laguna Beach Unified School District - Tech Plan-Revised May, 2014
<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsibility</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2015-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Schools update current technology action plans to assist in the</td>
<td>Site Principals Tech. Leads</td>
<td>March</td>
<td>March</td>
<td>March</td>
</tr>
<tr>
<td>implementation of the District Technology Plan (March Principal Meeting)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Use the SpeakUp survey and Bright Bytes District Technology survey</td>
<td>Chief Technology Officer</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>completed by each site to determine integration of technology and</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>curriculum.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Analyze student assessment data for progress in meeting District and</td>
<td>Asst. Supt. Instruction, Chief</td>
<td>Quarterly</td>
<td>Quarterly</td>
<td>Quarterly</td>
</tr>
<tr>
<td>state curriculum goals and relate to the use of technology for program</td>
<td>Technology Officer, Site Principals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>improvement</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td>Responsibility</td>
<td>2014-15</td>
<td>2015-16</td>
<td>2015-17</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>---------</td>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>4. Share results of student assessment data analysis with principals,</td>
<td>Asst. Supt. Instruction, Chief Technology Officer, Site Principals</td>
<td>Fall</td>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>the Board of Trustees and District administrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Share technology success stories at Site Technology Rep meetings,</td>
<td>Asst. Supt. Instruction, Chief Technology Officer, Site Principals</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>District Technology Showcase, in PTA newsletters, local newspapers,</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OCDE web site, school web sites and the District web site</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Track attendance and gather evaluation information from District,</td>
<td>Asst. Supt. Instruction, Chief Technology Officer, Site Principals, Site Leads</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
<tr>
<td>county and other technology trainings</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Publish the District Technology Plan on the District web site</td>
<td>Chief Technology Officer</td>
<td>Fall</td>
<td>Fall</td>
<td>Fall</td>
</tr>
<tr>
<td>Activities</td>
<td>Responsibility</td>
<td>2014-15</td>
<td>2015-16</td>
<td>2015-17</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>8. Monitor expenditures of technology funds for adherence to the District Technology Plan</td>
<td>Chief Technology Officer, Technology Services</td>
<td>Ongoing</td>
<td>Ongoing</td>
<td>Ongoing</td>
</tr>
<tr>
<td>9. Use data from the above activities to modify the District Technology Plan</td>
<td>Chief Technology Officer, Technology Services</td>
<td>Spring</td>
<td>Spring</td>
<td>Spring</td>
</tr>
</tbody>
</table>

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

The following table shows the activities, responsibilities and timeline for communication to our stakeholders.

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responsibility</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Meet with the Digital Learning Team to review the progress made toward implementation of the District Technology Plan</td>
<td>Chief Technology Officer, Technology Services, Tech Plan Committee</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
</tr>
<tr>
<td>Activities</td>
<td>Responsibility</td>
<td>2014-15</td>
<td>2015-16</td>
<td>2016-17</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>2. Record feedback from the Technology Plan Advisory Committee</td>
<td>Technology Services</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
</tr>
<tr>
<td>3. Revise technology plan based on Digital Learning Team feedback</td>
<td>Chief Technology Officer, Technology Services</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
</tr>
<tr>
<td>4. Prepare an annual written evaluation of the technology plan implementation</td>
<td>Chief Technology Officer, Technology Services</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
</tr>
<tr>
<td>5. Share the evaluation with the Superintendent, Board of Trustees, Principals and Site Technology Reps</td>
<td>Asst. Supt. Instruction, Chief Technology Officer, Site Principals</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
</tr>
<tr>
<td>6. Present the results of the 1:1 Mobile Device Program evaluation to the Board of Trustees</td>
<td>1:1 Mobile Device Program Evaluator</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
<td>September &amp; May</td>
</tr>
</tbody>
</table>

8. Collaborative Strategies 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. Effective, Researched-Based Methods and Strategies

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


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.

http://www.ncrel.org/tech/pace2/.

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.

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 development of skills sets that will follow students into higher education and the workforce.
Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have “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.

<table>
<thead>
<tr>
<th>1. PLAN DURATION CRITERION</th>
<th>Page in District Plan</th>
<th>Example of Adequately Addressed</th>
<th>Example of Not Adequately Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>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)</td>
<td>7</td>
<td>July 1 2014 - June 30 2017</td>
<td></td>
</tr>
<tr>
<td>2. STAKEHOLDERS CRITERION</td>
<td>7</td>
<td>Stakeholders listed. Involvement through instruction, monitoring, survey information… Advisory committee and technology plan committee</td>
<td></td>
</tr>
<tr>
<td>Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 3. CURRICULUM COMPONENT CRITERIA

Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).

<table>
<thead>
<tr>
<th>a. Description of teachers’ and students’ current access to technology tools both during the school day and outside of school hours.</th>
<th>9-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Description of the district’s current use of hardware and software to support teaching and learning.</td>
<td>11-14</td>
</tr>
<tr>
<td>c. Summary of the district’s curricular goals that are supported by this tech plan.</td>
<td>15-16</td>
</tr>
<tr>
<td>d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.</td>
<td>17-18</td>
</tr>
<tr>
<td>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.</td>
<td>18-20</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>f.</td>
<td>List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</td>
</tr>
<tr>
<td>g.</td>
<td>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.</td>
</tr>
<tr>
<td>h.</td>
<td>Description of or goals about the district policy or practices that ensure equitable technology access for all students.</td>
</tr>
<tr>
<td>i.</td>
<td>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to</td>
</tr>
<tr>
<td>j.</td>
<td>List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</td>
</tr>
<tr>
<td>k.</td>
<td>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.</td>
</tr>
</tbody>
</table>

| 4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA | 28 |
| a. | Summary of the teachers’ and administrators’ current technology proficiency and integration skills and needs for professional development. | 29 |
| b. | List of clear goals, measurable objectives, annual | 29-31 |
benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.

c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

<table>
<thead>
<tr>
<th>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 &amp; 4) of the plan.</th>
<th>32-34</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Describe the</td>
<td>34-35</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>technology</strong>&lt;br&gt;<strong>hardware, electronic</strong>&lt;br&gt;<strong>learning resources,</strong>&lt;br&gt;<strong>networking and</strong>&lt;br&gt;<strong>telecommunications</strong>&lt;br&gt;<strong>infrastructure,</strong>&lt;br&gt;<strong>physical plant</strong>&lt;br&gt;<strong>modifications,</strong> and&lt;br&gt;<strong>technical support</strong>&lt;br&gt;<strong>needed by the</strong>&lt;br&gt;<strong>district’s teachers,</strong>&lt;br&gt;<strong>students,</strong> and&lt;br&gt;<strong>administrators to</strong>&lt;br&gt;<strong>support the activities</strong>&lt;br&gt;<strong>in the Curriculum</strong>&lt;br&gt;<strong>and Professional</strong>&lt;br&gt;<strong>Development</strong>&lt;br&gt;<strong>Components of the</strong>&lt;br&gt;<strong>plan.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>c. List of clear annual</strong>&lt;br&gt;<strong>benchmarks and a</strong>&lt;br&gt;<strong>timeline for obtaining</strong>&lt;br&gt;<strong>the hardware,</strong>&lt;br&gt;<strong>infrastructure,</strong>&lt;br&gt;<strong>learning resources</strong>&lt;br&gt;<strong>and technical</strong>&lt;br&gt;<strong>support required to</strong>&lt;br&gt;<strong>support the other</strong>&lt;br&gt;<strong>plan components as</strong>&lt;br&gt;<strong>identified in Section</strong>&lt;br&gt;<strong>5b.</strong></td>
<td></td>
</tr>
<tr>
<td><strong>d. Describe the process</strong>&lt;br&gt;<strong>that will be used to</strong>&lt;br&gt;<strong>monitor Section 5b &amp;</strong>&lt;br&gt;<strong>the annual</strong>&lt;br&gt;<strong>benchmarks and</strong>&lt;br&gt;<strong>timeline of activities</strong>&lt;br&gt;<strong>including roles and</strong>&lt;br&gt;<strong>responsibilities.</strong></td>
<td></td>
</tr>
</tbody>
</table>
6. **FUNDING AND BUDGET COMPONENT CRITERIA**  
   Corresponding EETT Requirement(s): 7 & 13, (Appendix D)  

| a. List established and potential funding sources. | 37 |
| b. Estimate annual implementation costs for the term of the plan. | 37-40 |
| c. Describe the district's replacement policy for obsolete equipment. | 40 |
| d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary. | 40-41 |
### MONITORING AND EVALUATION COMPONENT CRITERIA

Corresponding EETT Requirement(s): 11 (Appendix D).

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. <strong>Describe the process for evaluating the plan’s overall progress and impact on teaching and learning.</strong></td>
<td>41-42</td>
</tr>
<tr>
<td>b. <strong>Schedule for evaluating the effect of plan implementation.</strong></td>
<td>42-45</td>
</tr>
<tr>
<td>c. <strong>Describe the process and frequency of communicating evaluation results to tech plan stakeholders.</strong></td>
<td>45-46</td>
</tr>
</tbody>
</table>

### EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION

Corresponding EETT Requirement(s): 11 (Appendix D).

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>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>47-48</td>
</tr>
</tbody>
</table>

### EFFECTIVE, 48-50
<table>
<thead>
<tr>
<th>RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals. 48-50

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. 50-51
Appendix I – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: 3066555
LEA Name: Laguna Beach Unified School District

*Salutation: Mr.
*First Name: Michael
*Last Name: Morrison
*Job Title: Chief Technology Officer
*Address: 550 Blumont Avenue
*City: Laguna Beach
*Zip Code: 92651
*Telephone: (949) 497-7700 x5227
Fax: (949) 497-7710
*E-Mail: mmorrison@lbUSD.org

Please provide backup contact information.
1st Backup Name: Jackie Parker
1st Backup E-Mail: jparker@lbUSD.org
2nd Backup Name: Ryan Hertzing
2nd Backup E-Mail: rhertzing@lbUSD.org
*Required information in the ETPRS