Anaheim Union High School District

TECHNOLOGY STRATEGIC PLAN 2017-20

AUHSD BOT Approved – May 9, 2017

TABLE OF CONTENTS

ABOUT AUHSD

The Anaheim Union High School District (AUHSD), established in 1898, provides educational services to students residing in Anaheim, Buena Park, Cypress, La Palma, and Stanton. The district encompasses 46 square miles, is bordered by the Santa Ana and San Gabriel Rivers. AUHSD is among the top three employers in the city of Anaheim, employing over 3,000 staff members.

AUHSD VISION

The Anaheim Union High School District will graduate socially aware, civic-minded students who are college and career ready for the 21st Century.

1. PLAN DURATION

This three-year technology plan (7/1/2017 – 6/30/2020) is presented to meet the curricular goals in this document through the implementation of programs, professional development and technology. The District uses a state rubric to take into account state and federal funding opportunities. This technology plan is also used for E-Rate purposes.

2. DESCRIPTION OF STAKEHOLDERS

Special thanks to the following members who contributed to the technology plan through such committees as the Technology Action Group, Local Control Accountability Plan (LCAP) process, Technology Coaches, and the 21st Century Furniture process.

Students

Bryan Le	Student – Oxford Academy
Ruben Sanchez	Student – Oxford Academy
Daniel Ayala	Student – Anaheim High School
Karina Villa	Student – Western High School

Parents

Nicole Nguyen	Parent
Guillermina Ocampo	Parent

Community Partners

Tom Kelly	Hewlett Packard
Eric Tenorio	California State University, Fullerton
Phil Lawrence	Sehi Computer Products

District Administration

Jackie Counts	Program Administrator
Dr. Diane Donnelly	Director, Instruction
Willie Dumas	Information Systems Specialist I
Erik Greenwood	Chief Technology Officer
Orlando Griego	Director, Food Services
Reuben Patino	Educational Technology Specialist
Regina Powers	District Librarian
Scott Reindl	Curriculum Specialist
Jennifer Root	Assistant Superintendent, Business
Hector Saldivar	Network Analyst

School Site Representatives

John Bautista	Teacher – Katella High School
Matthew Bidwell	Teacher – South Junior High School
Justin Buz'zard	Teacher – South Junior High School
Jennifer Cao	Teacher – Ball Junior High School
Joe Carmona	Principal – Western High School
John Dechene	Teacher – Gilbert High School
Dean Delgado	Teacher – Cypress High School
Mike Derbish	Teacher – Sycamore Junior High School
Jack Gupton	Teacher – Walker Junior High School
Troy Hansen	Teacher – Orangeview Junior High School
Travis Heath	Teacher – Loara High School
Jamie Keledjian	Teacher – Brookhurst Junior High School
Jana Kovar	Assistant Principal – South Junior High School
Cathy Larson	Teacher – Kennedy High School
Andy Lee	Teacher – Savanna High School
Samuel Lopez	Teacher – Anaheim High School
Dennis Nelson	Teacher – Savanna High School
Pete Nguyen	Teacher – Western High School
Julie Nielson	Teacher – Cypress High School
Lindsay Ruben	Teacher – Magnolia High School
Michael Seltzer	Counselor – Western High School
Ray Solorzano	Teacher – Western High School
Kasey Spencer	Teacher – Oxford Academy
Bradley Watrous	Technology Services Technician – Savanna High School
Jason Williams	Teacher – Dale Junior High School
Heather Wilson	Teacher – Lexington Junior High School

TECHNOLOGY STRATEGIC PLANNING PROCESS

.
In January 2002, the Technology Action Group (TAG) was established to serve as a strategic planning committee for technology. The overall work of this committee has been to gather and evaluate information on the current status and needs for technology and to develop strategic priorities to address those needs. In the tradition of the 1998, 2002, 2003, 2005, 2008, 2011 and 2014 Revisions of the AUHSD Technology Plan, the plan components have been organized and updated in this revision to meet the California State Board of Education adopted document, "Educational Technology Planning: A Guide for School Districts".

As one action group within the overall AUHSD strategic planning process, the focus of our group is to address issues specific to technology, as well as to consider how technology can serve as a tool or vehicle to meet the needs identified by the other district strategic action groups.

The TAG is a representative committee of district stakeholders, including parents, students, teachers, and site administrators from each division and various district departments. Activities of this group include:

1. Evaluating the status of the current technology plan;
2. Examining the status of current AUHSD technology projects;
3. Brainstorming and researching how emerging technologies affect AUHSD;
4. Gaining synergies by networking with other local school districts and educational entities;
5. Gathering input from parents, teachers, administrators, technology staff, and other stakeholders;
6. Examining federal, state and county technology plans, goals and requirements;
7. Reading various technology plans, planning resources and rubrics, from federal, regional and state level resource sites;
8. Gathering and evaluating district technology data with regard to hardware, wiring, resources, and professional development projects;
9. Collecting and examining survey data from teachers and principals; and
10. Monitoring plan implementation progress; and
11. Examining the progress towards meeting technology plan goals on an annual basis.

From these types of activities, the committee identifies continuing common needs and issues with regard to technology. These issues provide a framework for the identification of five strategic goals for technology and implementation strategies, as well as a foundation for further planning.

AUHSD CURRICULAR GOALS

3a. *Current Access to Technology*

All administrators, teachers, and instructional support personnel have access to technology by being assigned a computer and an email account. All classrooms have one or more network connected computers and a telephone. The overall student to computer ratio is 1.31:1. School sites use more than 17,200 ChromeBooks, HP Streams and tablets. All school sites have at least one computer lab. Figure 1 shows technology concentration of all schools.

Every school site and all classrooms have Internet access, wireless access points, projectors, document cameras, and printers. School libraries have computers available for students to access school collections, the Internet, and electronic resources. All physical education teachers and some special education and social science teachers are utilizing digital devices such as laptops and iPads to support instructional delivery and enhance student learning. School computers are available to students before school, during lunch, and after school. Public access exists through specific school site parent centers, and all community libraries throughout the communities that Anaheim Union High School District serves. The overall goal of Anaheim Union High School District is to ensure that each classroom has an adequate number of computers for 21st Century engagement and effective subject matter instruction, and that parents and students have sufficient access to technology outside of the school day in ways that improve overall student achievement.

Figure 1. Technology Figures from 2016-17 Technology Inventory (% of Classrooms with access to technology)

School	Document Camera	Printer	Interactive White Board	Projector	21st Century Furniture	Computers At Site
Anaheim HS	72.6%	98.0%	7.8%	100.0%	34.5%	2,410
2013-14	43.0%		12.0%	85.4%		969
Ball JHS	91.7%	100.0%	0.0%	97.2%	17.9%	1,107
2013-14	30.2%		9.3%	95.4%		317
Brookhurst JHS	71.8%	100.0%	10.3%	84.6%	23.4%	929
2013-14	76.1%		15.2%	87.0%		579
Cypress HS	82.8%	85.1%	3.4%	100.0%	38.2%	1,956
2013-14	69.7%		11.2%	93.3%		617
Dale JHS	83.7%	83.7%	7.0%	97.7%	15.4%	1,168
2013-14	54.0%		6.0%	88.0%		568
Gilbert HS	90.9%	90.9%	0.0%	97.0%	29.5%	829
2013-14	35.3%		44.1%	94.1%		366
Hope School	4.5%	90.9%	0.0%	100.0%	11.8%	236
2013-14	29.2%		8.3%	95.8%		145
Katella HS	85.6%	88.9%	0.0%	100.0%	37.8%	1,400
2013-14	48.4%		5.3%	90.5%		473
Kennedy HS	76.0%	96.0%	2.7%	98.7%	37.2%	1,575
2013-14	20.9%		5.8%	83.7%		529
Lexington JHS	95.5%	86.4%	4.5%	100.0%	31.8%	1,113
2013-14	51.2%		9.3%	90.7%		371
Loara HS	80.5%	96.3%	0.0%	98.8%	37.4%	2,014
2013-14	40.8%		6.1%	82.7%		506

School	Document Camera	Printer	Interactive White Board	Projector	21st Century Furniture	Computers At Site
Magnolia HS	92.6%	85.3%	20.6%	98.5%	15.9%	1,519
2013-14	50.7%		20.3%	88.4%		668
Orangeview JHS	80.0%	85.7%	22.9%	82.9%	25.0%	906
2013-14	68.4%		36.8%	89.5%		436
Oxford Academy	67.5%	86.4%	0.0%	100.0%	36.7%	1,127
2013-14	57.1%		0.0%	88.6%		729
Savanna HS	80.5%	98.5%	12.3%	100.0%	25.3%	1,915
2013-14	73.1%		2.6%	91.0%		802
South JHS	92.6%	92.6%	1.9%	100.0%	36.8%	1,763
2013-14	55.3%		13.2%	88.2%		829
Sycamore JHS	88.5%	96.2%	0.0%	98.1%	26.9%	1,353
2013-14	57.5%		2.7%	91.8%		667
Walker JHS	97.5%	100.0%	5.0%	100.0%	15.9%	834
2013-14	64.3%		11.9%	90.5%		513
Western HS	72.7%	75.8%	3.0%	98.5%	23.9%	2,011
2013-14	60.0%		7.1%	89.4%		524
Average Total	81.3%		5.3%	98.1%	28.9%	26,844
2013-14	51.5%		11.0%	88.5%		10,706

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

The standard software on all computers include Windows and Microsoft Office. Web-based software such as Aeries, Blackboard, and PowerSchool are available for all teachers, parents, and students. Schools access additional software resources such as those from HMH, Scholastic, Klein Educational Systems, Pearson, McGraw Hill and Renaissance Learning. Anaheim Union High School District utilizes approximately 40 distinct software programs and versions to support student learning. Teachers use technology such as Aeries, Blackboard, CCGI, and PowerSchool, to document student academic progress, design instruction, develop, collaborate with other educators, and communicate with parents regarding student learning and progress in school.

Students use technology to collaborate, communicate, research, evaluate information, learn, and reinforce skills taught in class. Examples of how students are using technology include word processing, Power Point presentations, videos, and Internet searches. All students have an email account and access Aeries to check their grades and academic progress.

Students enrolled in online programs use digital media and various technologies to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

All AUHSD high school students have access to a district-wide online learning environment. Students in the AUHSD eLearning program are able to take one or two courses online in a variety of core and elective subject areas including advanced placement. Students take an online course as part of his or her regular school schedule. All eLearning curriculum is developed by AUHSD teachers and aligned with *i*NACOL (International

Association for K12 Online Learning) Standards. The virtual teachers teach one or more online courses as part of his or her regular teaching schedule. Online students access their classes through the learning management system, Haiku (PowerSchool). The online program allows students to extend the school day, enroll in classes that might not be available on their school site, and collaborate with students from across the district. BlackBoard Collaborate is used for weekly synchronous online class sessions. During these sessions students communicate with their teachers and classmates, collaborate on projects, and ask clarifying questions. Sessions are recorded so that students can review as necessary.

Students also use the online curriculum from APEX Learning primarily for credit recovery. All sites have an after-school hybrid credit recovery program. In addition, two high schools have an independent learning center where students use APEX curriculum to complete all graduation requirements. The learning center is an instructional option for students who need more flexibility in time, instructional support, and prefer a more 21st Century approach to learning. Students access course curriculum through Apex Learning, an online curriculum provider. Outreach teachers monitor student progress through the APEX software.

Students in both programs have the opportunity to work in the computer lab and/or at home. All content area courses and all academic levels are available for students.

Students with special learning needs, use a variety of technology to make instruction more accessible (e.g. laptops, headsets, translators, Snap & Read Universal). Snap & Read Universal allows special education students to obtain extra support through screen reading technology that reads just about any online text, tables and images. The software also has translation abilities.

Technology is used to support instruction for all English learners. Various district-developed programs and reports for reclassification, progress monitoring, movement through program analysis, and other EL related data are created and dissimenated. Teachers and EL students use presentation technology, such as LCD projectors, document cameras, and "smart boards", Google Docs, Microsoft programs, such as Word, Excel, and PowerPoint for various classroom applications, response-oriented technology to support student involvement and progress monitoring. EL parents receive Blackboard home communication technology in their home language to support parent communication and involvement. The District is reviewing Microsoft Translator and other systems to allow for simultaneous and consecutive translation in the classroom in multiple languages.

3c. *Summary of the District's curricular goals that are supported by the technology plan.*

The AUHSD Strategic Plan was initiated by the Board of Trustees to provide a roadmap for future District endeavors designed to maximize student success. The strategic plan is centered on four areas including the Legacy of Student Success: Student Learning. The district's strategic plan focuses on graduating all students college and career ready. The district's educational learning initiatives put into action the strategic plan.

Partnership for 21st Century Skills (P21)

AUHSD is a <u>P21</u> (Partnership for 21st Century Skills) district which intentionally offers a wide array of curricular and extra-curricular choices including CTE (Career Technical Education, STEAM (science, technology, engineering, arts, and mathematics) course options for students. All courses focus on students attaining the 21st Century skills of critical thinking, collaboration, cooperation, and creativity. Students also have instructional options through seat-based and online course offerings, but both options will provide the use of technology to support teaching and learning.

Professional Learning Communities (PLCs)

All teachers participate in one, or more, grade-level PLC that are focused on student learning. All teachers collaborate on curriculum, instruction, and assessment on a regular basis. Data analysis is used to make instructional adjustments to ensure student learning for all students. All teachers participate in Learning Walks as a reflective process for strengthening instructional practices.

Multi-Tiered Support System (MTSS)

MTSS is a systemic approach to providing a school culture with academic and behavioral support protocols that result in the academic achievement of all students. Quality instruction is at the heart of every lesson, in every classroom, every day. Before progressing in a unit, teachers understand and inplement re-teaching strategies for struggling students, as well as, enrichment strategies for students who are at mastery level. Strategies are used by school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Literacy Across Content Areas

AUHSD curriculum is aligned to the Common Core State Standards with the emphasis on literacy across all content areas. Project-based learning lessons, embedded with the use of technology, supports teaching and learning. Daily language objectives are deliberately expressed and taught in all classrooms. All students read, listen, write, and speak in every class, every day. Technology is used to support the daily emphasis of literacy acquisition.

Continuum of Assessment

All classrooms, on a daily basis, intentionally utilize a multitude of ways to assess what students know and can do. Emphasis is on performance tasks and assessments having students show what they know. Common Formative and Summative Assessments are collaboratively developed, curriculum embedded, and analyzed for instructional intervention by teachers. Effective use of technology is used to ensure an accurate calibration between effective teaching strategies and student learning. District benchmarks results are utilized to evaluate program effectiveness and to assist with student placement criteria.

California Assessment of Student Performance and Progress (AB484, CAASPP)

Technology monies was used to purchase Chromebooks and update existing infrastructure for Smarter Balanced Assessments. Teachers will be trained on best instructional practices that integrate technology and infuse 21st century skills.

3d. *List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.*

Strategic Goal # 1 of 7:
AUHSD will provide appropriate technology to staff and students to support quality teaching and learning.

Measurable Objective One:
By June 30, 2020, all teachers will utilize technology instructionally at the SAMR transformational level, as measured by lessons designed.
Annual Benchmarks:

By June 30, 2018
- 50% of teachers will design and implement lessons that utilize technology at the SAMR transformational level.

By June 30, 2019
- 75% of teachers will design and implement lessons that utilize technology at the SAMR transformational level.

By June 30, 2020
- 100% of teachers will design and implement lessons that utilize technology at the SAMR transformational level.

Measureable Objective Two:
By June 30, 2020, eligible students will have the opportunity to participate in an online course that enhances student learning, including credit recovery opportunities, as measured by enrollment numbers in AUHSD eLearning and Credit Recovery courses.

Annual Benchmarks:

By June 30, 2018
- 25% of eligible students will be enrolled in online learning instructional options as measured by enrollment in APEX and AUHSD eLearning courses.

By June 30, 2019
- 50% of eligible students will have access to online learning instructional options as measured by enrollment in APEX and AUHSD eLearning courses.

By June 30, 2020
- 75% of eligible students will have access to online learning instructional options as measured by enrollment in APEX and AUHSD eLearning.

Measurable Objective Three:
By June 30, 2020, at least 75% of students and teachers will utilize the District's learning management system (LMS) to conduct routine classroom functions, as measured by the number of visits and time spent on the LMS.

Annual Benchmarks:

By June 30, 2018
- 30% of students will participate in a blended learning environment as measured by the number of students with learning management system accounts.

By June 30, 2019
- 60% of students will participate in a blended learning environment as measured by the number of students with learning management system accounts.

By June 30, 2020
- 90% of students will participate in a blended learning environment as measured by the number of students with learning management system accounts.

Goal #1 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Technology coaches will be trained on *LMS/SAMR/First Best Instructions (FBI)/Google/ Snap& Read /etc*	March 2017 and ongoing thereafter	Educational Technology Coaches Lesson Design Coaches	Meeting Agendas Projects/performance tasks/Units produced by coaches Coach reflections Student work
Educational Technology coaches, and Lesson Design Coaches, will work with curriculum specialists to help teachers to reflect and revise PBL/PTs based on Habits of Mind, 21st Century Skills, CCSS, literacy skills, technology skills, and language development	June 2017 and ongoing thereafter	Educational Technology Specialist Curriculum Specialists Site Educational Technology Coaches	Meeting Agendas/Time Logs Online discussions and reflections Teacher training that may include: • Discussions • Reflections • Student work examples • Teacher portfolio of revision and reflection process Exemplary projects and performance tasks
Educational Technology Coaches will help identify and vet effective technologies that require students to collaborate, communicate effectively, demonstrate creativity, and think critically	July 2017 and ongoing thereafter	Educational Technology coaches Educational Technology Specialist Chief Technology Officer	Purchased technologies Student work Usage reports Teacher and student surveys Teacher projects and performance tasks
Continued implementation of LMS for teacher and student collaboration	Summer 2017 and ongoing thereafter	Educational Technology Coaches Educational Technology Curriculum Specialist eLearning teachers	Online discussions and lesson sharing
Teachers create and implement and students complete PBL/PTs that integrate various technologies	Fall 2017 and ongoing thereafter	Educational Technology coaches Teachers	Completed lessons and projects/performance tasks Student work Student and teacher surveys
Recruit and enroll students into previously created eLearning courses	Spring 2017 and ongoing thereafter	Counselors Administration eLearning Teachers	Enrollment numbers in each course by site.
Recruit and enroll credit deficient students in the credit recovery program	Spring 2014 and ongoing thereafter	Counselors Administration Credit Recovery Teachers	Credit Completion results

Goal #1 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Develop additional teacher-created eLearning courses through established online curriculum development process that is based on best practices in online pedagogy, UC guidelines, NCAA criteria, district initiatives, CCSS, and iNACOL standards	Summer 2017and ongoing thereafter	Educational Technology Curriculum Specialist l eLearning teachers	Sign in sheets Agendas eLearning course outlines Online courses in LMS UC and NCAA approval Self and peer assessment of eLearning courses based on rubric
eLearning teachers will continually modify their teacher developed courses according to UC, NCAA criteria, district initiatives, iNACOL Standards, CCSS, and best practices in online pedagogy	Summer 2017 and ongoing thereafter	Educational Technology Curriculum Specialist eLearning Teachers	UC approval NCAA approval Teacher reflections Teacher self-assessment based on iNACOL Standards and district initiatives
Develop policies and procedures for the continuum of blended learning models	Fall 2017and ongoing thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches eLearning teachers Education Division	Approved policy and procedures.
Site Educational Technology Coaches and Lesson Design Coaches will train all teachers in best practices in blended learning using the FBI Process Sheet as the foundational document	Fall 2017and ongoing thereafter	Educational Technology Coaches	Blended Lessons posted to district resource bank. LMS usage reports
Site Lesson Design Coaches and Educational Technology Coaches will develop Technology Learning Walk criteria for effective technology integration based on ISTE NETs and the AUHSD FBI Process sheet to be used in Reflective learning walks	Fall 2017and ongoing thereafter	Educational Technology Specialist Site Lesson Design Coaches	Agendas Technology Learning Walk Guide Evidence from learning walks of technology integration

3e. *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.*

Strategic Goal # 2 of 7:
All students will graduate high school college and career ready, equipped with 21st Century skills.

Measurable Objective One:

By June 30, 2020, all students will demonstrate proficiency in technology skills as measured by the increased usage of the district LMS and the Google Apps for Education (GAFE) to develop and submit cross-curricular assignments that incorporate a range of technology performance indicators, such as: basic computer usage, file and resource management, word processing, graphics and publishing, Internet use, Email, presentation tools, spreadsheets, electronic collaboration, and integrated projects.

Annual Benchmarks:

By June 30, 2018
- 50% of students will submit cross-curricular assignments that demonstrate proficiency in technology skills.

By June 30, 2019
- 75% of students will submit cross-curricular assignments that demonstrate proficiency in technology skills.

By June 30, 2020
- 100% of students will submit cross-curricular assignments that demonstrate proficiency in technology skills.

Measurable Objective Two:

By June 30, 2020, students will demonstrate proficiency in information literacy skills, as measured by submission of projects and assignments that demonstrate the use of critical thinking skills to plan and conduct research, solve problems, and make informed decisions using appropriate digital tools and resources.

Annual Benchmarks:

By June 30, 2018
- 30% of students will submit projects and assignments that demonstrate mastery level information literacy skills.

By June 30, 2019
- 60% of students will submit projects and assignments that demonstrate mastery level information literacy skills.

By June 30, 2020
- 100% of students will submit projects and assignments that demonstrate mastery level information literacy skills.

Goal #2 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Embed ISTE NETs into lesson design	Summer 2017 and annually thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches Lesson Design Coaches Curriculum Specialists	Completed lessons
Train teachers on the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (ISTE NETs)	Fall 2017and annually thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches	Sign in sheets Agendas, Digital tools purchased by AUHSD and referenced Lessons shared during PLC time

Goal #2 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resource	Fall 2017 and ongoing thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches Lesson Design Coaches Teachers	Reflective learning walks Informal classroom observations Student projects showcased at site and/or District. Student projects posted in the LMS
Students will use digital tools such as word processing, spreadsheets, presentation, video, and graphic programs, and Web 2.0 tools such as Wikis, online discussions, and the Google Apps for Education (GAFE) to think critically, communicate at a distance, collaborate effectively, solve complex problems, and demonstrate effective presentation skills	Fall 2017 and ongoing thereafter	Educational Technology Curricululm Specialist Educational Technology Coaches Lesson Design Coaches Teachers	Reflective learning walks Informal classroom observations Student's digital portfolios Student reflections Student work in LMS
Students will use Web 2.0 tools such as Wikis, online discussion in LMS, and the Google Apps for Education (GAFE) to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others	Fall 2017and ongoing thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches Lesson Design Coaches Teachers	Informal classroom observations Reflective learning walks Student projects showcased at site and/or District. Student projects posted in the LMS
Teachers will collaborate using a learning management system, such as Power School Learning , to develop, revise, and share lessons that incorporate information literacy skills and are aligned with State Standards	Fall 2017 and ongoing thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches Lesson Design Coaches Teachers	PLC Agendas LMS account usage.
Students will complete at least one project from each course that will include 21st Century skills, Habits of Mind, information literacy skills, Career Readiness Practices, and aligned with Common Core Literacy Standards	Fall 2018 and ongoing thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches Lesson Design Coaches Teachers	Student projects showcased at site and/or District. Student projects posted in the LMS

3f. *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.*

Strategic Goal # 3 of 7:
All AUHSD students and staff will understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.

Goal #3 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Educate all students and staff on the ethical use of information technology, including copyright, fair use, peer-to-peer filesharing, and avoiding plagiarism	Fall 2017 and annually thereafter.	Educational Technology Coaches CTE Teachers Lesson Design Coaches	Staff training agendas and feedback. Lesson plans Formative assessment documentation
All teachers will develop units of study that include how to use information technology in a fair and ethical manner	Fall 2017 and ongoing thereafter	Educational Technology Curriculum Specialist Education alTechnology Coaches Lesson Design Coaches Teachers	Lessons observed in classroom. Reflective Learning Walks Unit Formative Assessment
All students and parents will sign an acceptable use policy that defines copyright and fair use, plagiarism, social networking, and peer-to-peer file sharing	August 2017and annually thereafter	Education Division Information Services Dept.	AUHSD Online Registration documentation which includes the AUP..
Update units of study to reflect current legislation and public needs	2017 and annually as needed.	Education Division Educational Technology Curriculum Specialist Educational Technology Coaches Information Services Department	Updated Acceptable Use Policy

3g. *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.*

Strategic Goal # 4 of 7:
All AUHSD students will understand Internet safety, including Cyberbullying, how to protect online privacy, and avoid online predators.

Goal #4 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Train all students and staff on Internet safety, social media, online privacy, and the avoidance of online predators	Fall 2017, and annually thereafter	EducationalTechnology Coaches Teachers Lesson Design Coaches	Staff training agendas and feedbak. Lesson plans Formative Assessment documentation

Goal #4 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Train all students and staff on Digital Citizenship and the dangers of Cyberbullying	Fall 2017, and annually thereafter	Educational Technology Coaches Lesson Design Coaches Teachers	Staff training agendas Teacher and student survey Formative Assessment documentation Reduction of student discipline incidents involving Cyberbullying.
Train parents on Internet safety, social media, online privacy, and the avoidance of online predators	Annually, 2017- 2017	Educational Technology Coaches	Reduction of student discipline incidents involving Cyberbullying. Parent training sign in sheets.

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

Strategic Goal # 5 of 7:
All AUHSD students will have equitable access to technology.

The district provides access to technology to all students during and outside of the normal school day through the Media Research Centers and general use computer labs. All students, including special needs and English Learner students, use their technology skills to enrich their academic program, collaborate, improve their presentation of information and ideas, and prepare themselves for careers in their areas of interest. Several sites have utilized iPads, desktops, Snap & Read, and laptops to assist students enrolled in the English Language Development program and the Special Needs program. Students use technology during class to assist in skill building, language acquisition, research, communication, group collaboration, and project design. All high school students have the opportunity to enroll in an AUHSD eLearning course as part of his or her regular school schedule.

3i. *List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.*

Strategic Goal # 6 of 7:
All AUHSD teachers will use technology to record, maintain, and communicate student progress in a timely manner through the District student information system and learning management system.

Measurable Objective One:
By June 30, 2020, All teachers will fully utilize the student information system and the learning management system, as measured by data collection, gradebook usage, attendance records, and communication logs.
Annual Benchmarks:

By June 30, 2018
- 80% of teachers will use all functions of the District student information system and the learning management system on a daily basis.

By June 30, 2019
- 90% of teachers will use all functions of the District student information system and the learning management system on a daily basis.

By June 30, 2020
- 100% of teachers will use all functions of the District student information system and the learning management system on a daily basis.

Goal #6 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Provide professional development to coaches on how to develop formative assessments in an LMS and how to analyze the results to drive instruction	Summer 2017 and ongoing thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches Lesson Design Coaches	LMS statistics Variety of assessments Analysis of Assessments Reflections
Teachers will work in PLCs to develop formative assessments in an LMS and how to use the results to drive instruction	Fall 2017, and ongoing thereafter	Assesssment and Evaluation Analysis Educational Technology Coaches Lesson Design Coaches Teachers	PLC agemda Teacher reflections Assessments Developed Student Acheivement Results
Results of assessments will be available to students and parents through the LMS and the Aeries gradebooks	Fall 2017 and ongoing thereafter	Teachers	Aeries gradebook LMS gradebook
Train Site Educatioanl Technology teams on how to develop authentic assessments, including rubrics, self and peer assessments, and student reflections using an LMS	Summer 2017 and ongoing thereafter	Educational Technology Curriculum Specialist Curriculum Specialists Lesson Design Specialists	Training agendas Assessments and rubrics posted on the LMS
As PLC teams, teachers will use technology to collaborate and monitor student progress on an ongoing basis	Fall 2017, ongoing for the duration of the plan	Educational Technology Curriculum Specialist Educational Technology coaches Lesson Design Coaches Teachers	PLC meeting notes and obsevations Student Achievement Results

3j. *List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.*

Strategic Goal # 7 of 7:
AUHSD will use technology to ensure two-way communication (school-to-home and home-to-school) is accessible by all parents.

Measureable Objective One:
By June 30, 2020 90% of parents will have access to student information, including attendance and grades, through the Aeries portal and school activities through the District mobile app.

Annual Benchmarks:

By June 30, 2018
- 60% of parents will access the Aeries Parent Portal and mobile app as measured by the program usage statistics.

By June 30, 2019
- 80% of parents will access the Aeries Parent Portal and mobile app as measured by the program usage statistics.

By June 30, 2020
- 90% of parents will access the Aeries Parent Portal and mobile app as measured by the program usage statistics.

Measureable Objective Two:

By June 30, 2020, the district will provide technology resources such as Blackboard Connect email, Power School Learning access for parents, and Aeries registration for parents to build strong, comprehensive parent involvement, as measured by parent usage statistics for each communication program.

Annual Benchmarks:

By June 30, 2018
- 50% of parents will utilize an array of technology resources that support strong parent involvement, as measured by parent usage statistics for each program.

By June 30, 2019
- 75% of parents will utilize an array of technology resources that support strong parent involvement, as measured by parent usage statistics for each program.

By June 30, 2020
- 90% of parents will utilize an array of technology resources that support strong parent involvement, as measured by parent usage statistics for each program.

Goal #7 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Schools will provide Aeries Parent Portal training for parents	Fall 2017, and annually thereafter.	Site Administration Community Liaison	Training Sign in Sheets Portal usage statistics
District and school sites will send parents electronic communications, such as Blackboard Connect , email, and Aeries alerts, as needed	July 2014 and ongoing as needed	Site and District Administration	Electronic communication usage statistics
Schools will provide Learning Management Systems training for parents	Fall 2014, and annually thereafter	Educational Technology Coaches	Training Sign in Sheets LMS sign-on usage statistics
Teachers will use email and the Blackboard Connect system for parent communication	Fall 2017 and ongoing thereafter	Teachers	Electronic communication usage statistics
An annual parent survey will be administered via technology, which includes items on home-school communications	Spring 2018 Spring 2019 Spring 2020	Education Division Information Technology Dept.	Parent Survey Results

3k. *Monitoring and Evaluation*
   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.

Each identified objective will be reviewed, evaluated, and revised every year per the measurement instruments described in the Evaluation/Monitoring section of each Implementation Plan detailed above. In addition, ad hoc reporting will occur as benchmarks are met and as implementation steps are completed. Data collection, analysis, communication among stakeholders, and the implementation of changes as a result of the analysis will

be overseen by the Education Division assistant superintendent who will report to the superintendent and Board of Trustees.

Data collection will be coordinated by Information Systems staff, and reported to the Education Division. The Technology Action Group will review all plan components, timelines, and the budget at least once annually. TAG will present the revised plan, along with recommendations, to the superintendent and Board of Trustees on an annual basis.

AUHSD PROFESSIONAL DEVELOPMENT

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

Previous technology surveys (CTAP and EdTechProfile) showed increasing technology proficiency skill levels for both teachers and administrators. Credentialed staff will take the (Massachusetts Technology Self-Assessment Tool (TSAT)) each year to assess proficiency levels..

Since 2009, the district has supported the Lesson Design Coach (LDC) Initiative which has focused on Long Term English Learners (LTELs) and other underperforming student populations through teacher coaching, Reflective Learning Walks, course alike and cross-curricular PLC activities, Lesson Study, and development of Performance Task Assessments, that integrate First Best Instruction including Habits of Mind and the 5Cs (Collaboration, Communication, Creativity, and Communication, Character). The LDC consists of site teacher/coaches who are half-time released and who work collaboratively on developing teacher capacity. Daily lessons are expected to include essential components of First Best Instruction.

In 2014, the district selected an Educational Technology Coach from each school site. Educational Technology Coaches are working in a district wide professional learning community with the Educational Technology Specialist to develop best practices in technology integration based on ISTE's National Educational Standards, iNACOL Standards, and and First Best Instruction. Educational Technology Coaches train teachers at their site during late start days, pull out days, and after school.

Finally, the district believes more awareness and training on performance assessments , project based learning, and other professional development is vital to implement quality teaching and learning.

4b. *List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.*

Strategic Goal # 1 of 7:
AUHSD will provide appropriate technology to staff and students to support quality teaching and learning.

Measureable Objective One:
By June 30, 2020, all teachers will utilize technology instructionally at the SAMR transformational level, as measured by lessons designed.

Annual Benchmarks:

By June 30, 2018
- 50% of teachers will design and implement lessons that utilize technology at the SAMR transformational level.

By June 30, 2019
- 75% of teachers will design and implement lessons that utilize technology at the SAMR transformational level.

By June 30, 2020
- 100% of teachers will design and implement lessons that utilize technology at the SAMR transformational level.

Measureable Objective Two:
By June 30, 2020, 100% of teachers will be trained on how to develop blended courses that are aligned to iNACOL's Standards for Quality Online Courses and utilize the District's learning management system (LMS) as measured by the number of such courses in the LMS and time spent on the LMS.

Annual Benchmarks:

By June 30,2018
- 35% of teachers will be trained in a blended learning environment measured by the time spent on the LMS.
- 35% of teachers will be trained on effective course development strategies based on iNACOL Standards for Quality Online Courses

By June 30,2019
- 65% of teachers will be trained in a blended learning environment measured by the time spent on the LMS.
- 65% of teachers will be trained on effective course development strategies based on iNACOL Standards for Quality Online Courses

By June 30, 2020
- 100% of teachers . will be trained in a blended learning environment measured by the time spent on the LMS.
- 100% of teachers will be trained on effective course development strategies based on iNACOL Standards for Quality Online Courses.

Measureable Objective Three:
By June 30,2020, all teachers and administrators will be trained in technology skills that support, First Best Instruction and quality teaching and learning as measured by increased usage of the Google Apps for Education (GAFE).

Annual Benchmarks:

By June 30, 2018
- 50% of teachers will be trained in effective technology integration practices that develop First Best Instruction and quality teaching and learning.
- 50% of teachers will be trained on in effective technology integration practicesand increased usage of the Google Apps for Education (GAFE).

By June 30, 2019
- 75% of teachers will be trained in effective technology integration practices that develop First Best Instruction and quality teaching and learning.
- 75% of teachers will be trained on in effective technology integration practices and increased usage of the Google Apps for Education (GAFE).

By June 30, 2020
- 100% of teachers will be trained in effective technology integration practices that develop First Best Instruction and quality teaching and learning.
- 100% of teachers will be trained on in effective technology integration practices and increased usage of the Google Apps for Education (GAFE).

Goal #1 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Provide online and face-to-face professional learning on effective use of the LMS and the Google Apps for Education (GAFE) to support student learning	Summer 2017 and ongoing thereafter	Educational Technology Specialist and Educational Technology Coaches	Training sign-ins Agendas Teacher developed online and blended courses in the LMS LMS usage statistics
Provide online and face-to-face professional learning FBI	Summer 2017 and ongoing thereafter	Curriculum Specialists, Department Chairs, Lesson Design Coaches, and Educational Technology Coaches	Training sign-ins Agendas Projects/performance tasks produced Student work
Provide online and face-to-face training on online tools and resources for student and teacher collaboration	Summer 2017 and ongoing thereafter	Curriculum Specialists, Department Chairs, Lesson Design Coaches, and Educational Technology Coaches	Training sign-ins Agendas Resource bank Online discussions PLC notes and agendas Lesson, project, instructional strategies sharing Student projects Lesson Study
Train teachers on technology tools to develop formative, self, peer, summative assessments and authentic assessments	Summer 2017 and ongoing thereafter	Curriculum Specialists, Department Chairs, Lesson Design Coaches, and Educational Technology Coaches	Training sign in sheets Agendas Variety of assessments in Learning Management System Student work
Provide ongoing professional learning in Online course development based on iNACOL Standards for Quality Online Courses	Summer 2017 and ongoing thereafter	Educational Technology Specialist and Educational Technology Coaches	Training agendas Training feedback Lesson Study Learning Walks Student work Online and blended courses Teacher self-assessments based on iNACOL Standards
Provide ongoing professional learning in how to use technology tools such as Wikis, online discussions, and Google Drive to increase and support FBI	Summer 2017 and ongoing thereafter	Educational Technology Specialist and Educational Technology Coaches	Training agendas Training feedback Training sign in sheets Teacher surveys Student work Learning walks Usage reports
Provide an annual survey (TSAT) to teachers and administrators that includes how they use technology tools to provide quality teaching and learning	Fall 2017 and annually thereafter	Chief Technology Officer Educational Technology Specialist	Survey Survey results

Strategic Goal # 2 of 7:
All AUHSD teachers will understand and abide by federal, state and district laws, regulations, policies, and

procedures that ensure safe and legal use of technology.

Measureable Objective One:
By June 30, 2020, all teachers will be trained annually to understand and abide by federal, state, and district laws and policies and procedures that ensure the safe and legal use of all technology as measured by training attendance and teacher survey results.

Annual Benchmarks:

By June 30,2018
- 50% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

By June 30, 2019
- 75% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

By June 30, 2020
- 100% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

Measureable Objective Two:

By June 30, 2020, all teachers will develop units of study that include acceptable use, Internet safety, cyberbullying, copyright, plagiarism, the ethical use of technology, how to protect online privacy, and how to avoid online predators, as measured by the number of units posted on the LMS.
Annual Benchmarks.

By June 30, 2018
- 100% of teachers will develop units of study that include acceptable use, Internet safety, cyberbullying, copyright, plagiarism, the ethical use of technology, how to protect online privacy, and how to avoid online predators.

By June 30, 2019
- 100% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

By June 30,2020
- 100% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Provide professional learning on federal, state, and district policies and procedures in the safe and legal use of technology	Fall 2017 and annually thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches	Agendas Sign In sheets Attendance logs Projects & Performance Tasks Staff surveys
Provide online and site professional learning on developing projects, lessons, and performance tasks that include thel ethical use of technology	Summer 2017 and ongoing thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches	Agendas Attendance logs Student work Online discussions Bank of exemplary lessons
Teachers create projects, lessons, and performance tasks that incorporate student demonstration of digital and information literacy	Fall 2017 and ongoing thereafter	Educational Technology Curriculum Specialist Educational Technology Coaches	Agendas Student work Online discussions Bank of exemplary lessons
Online and site professional learning on effective strategies to locate, analyze, evaluate and	Fall 2017 and ongoing thereafter	Educational Technology Curriculum Specialist Educational Technology	Agendas Student work Online discussions

use information resources to support research and learning		Coaches	Bank of exemplary lessons

Strategic Goal # 3 of 7:
All AUHSD students and staff will understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.

Strategic Goal 3 is addressed for staff and students in Goal 3 of the Curriculum Section on page 16.

Strategic Goal # 4 of 7:
All AUHSD teachers will understand Internet safety, including Cyberbullying, how to protect online privacy, and avoid online predators.

Measureable Objective One:
By June 30, 2020, all teachers will be trained on Internet safety and will include relevant information on how to protect online privacy and avoid online predators as measured by training attendance, teacher survey results.

Annual Benchmarks:

By June 30, 2018
- 50% of teachers trained on Internet safety, social media and digital footprints
- 50% of teachers will develop and implement units of study that include Internet safety including information on social media and digital footprints

By June 30, 2019
- 50% of teachers trained on Internet safety, social media and digital footprints
- 75% of teachers will develop and implement units of study that include Internet safety including information on social media and digital footprints

By June 30,2020
- 100% of teachers trained on Internet safety, social media and digital footprints
- 100% of teachers will develop and implement units of study that include Internet safety including information on social media and digital footprints

Measureable Objective Two:
By June 30, 2020, all teachers will develop and present units of study to all students on Internet safety, including information on social media and digital footprints, as measured by the number of units in the LMS.

Annual Benchmarks:

By June 30, 2018
- 50% of teachers will develop and present units of study to students on Internet safety, including information on social media and digital footprints.

By June 30, 2019
- 75% of teachers will develop and present units of study to students on Internet safety including information on social media and digital footprints.

By June 30, 2020
- 100% of teachers will develop and present units of study to students on Internet safety including information on social media and digital footprints.

Goal #4 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Provide professional learning on Internet safety, social media, online privacy, and the avoidance of online predators	2017 and annually thereafter	Educational Technology Curriculum Specialist and Educational Technology Coaches	Agendas Attendance logs Formative assessments
Provide Online and site professional learning on developing projects, lessons, and performance tasks that include the Cyber citizenship including Cyberbullying, online privacy, and the avoidance of online predators	Fall 2017 and annually thereafter	Educational Technology Curriculum Specialist and Educational Technology Coaches	Agendas Sign In sheets Digital Resource Bank
Provide online and face-to-face professional learning on developing units of study that include Internet safety, social media, and digital footprints	Fall 2017 and annually thereafter	Educational Technology Curriculum Specialist and Educational Technology Coaches	Agendas Sign In Sheets Units of study in LMS
Teachers implement units of study that include Internet safety, social media, cyberbullying and avoidance of online predators	Winter 2017 and ongoing	Educational Technology Coaches Teachers	Lesson Plans Informal observations Teacher survey
Training for parents on Internet safety, social media, Cyber bullying, online privacy and the avoidance of online predators	Annually 2017-2020	Educational Technology Coaches	Agendas Reduction in student discipline Sign in sheets

Strategic Goal # 5 of 7:
All AUHSD teachers will be trained on technology accessibility.

Measureable Objective One:
By June 30, 2020 all teachers will be trained on how to make technology accessible for all users and to comply with section 508 of the American Disabilities Act, as measured by training attendance and teacher survey results.

Annual Benchmarks:

By June 30, 2018
- 75% of teachers will be trained on how to make technology accessible for all users and to comply with section 508 of the American Disabilities Act.

By June 30, 2019
- 85% of teachers will be trained on how to make technology accessible for all users and to comply with section 508 of the American Disabilities Act.

By June 30, 2020
- 100% of teachers will be trained on how to make technology accessible for all users and to comply with section 508 of the American Disabilities Act.

Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Provide professional learning on accessibility tools	Summer 2017 and ongoing thereafter	Educational Technology Curriculum Specialist and Educational Technology Coaches	Agendas Sign in sheets Assessments
Provide professional learning on creating documents and virtual environments that comply with Section 508 of the ADA	Summer 2017 and ongoing thereafter	Educational Technology Curriculum Specialist and Educational Technology Coaches	Agendas Sign In sheets Assessments Digital Resource Bank

Strategic Goal # 6 of 7:
All AUHSD teachers will use technology record, maintain, and communicate student progress in a timely manner through the District student information system and learning management system.

Measureable Objective One:
By June 30, , All teachers will fully utilize the student information system and the learning management system, as measured by data collection, gradebook usage, attendance records, and communication logs.

Annual Benchmarks:

By June 30, 2018
- 80% of teachers will use all functions of the District student information system and the learning management system on a daily basis.

By June 30, 2019
- 90% of teachers will use all functions of the District student information system and the learning management system on a daily basis.

By June 30, 2020
- 100% of teachers will use all functions of the District student information system and the learning management system on a daily basis.

Goal #5 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Provide professional learning on how to use all functions of the District student information system	Fall 2017 and ongoing thereafter	Educational Technology Specialist and Educational Technology Coaches	Agendas Sign In sheets Assessments Digital Resource Bank
Provide professional learning on how to develop formative, self, peer, and summative assessments in a learning management system	Fall 2017 and ongoing thereafter	Educational Technology Coaches	Agendas Sign in sheets Digital resource bank Statistics from the learning management system
Teachers will reflect on the efficacy of assessments developed in the LMS by participating in Reflective Learning Walks	Spring 2018 and ongoing thereafter	Lesson Design Specialists, Educational Technology Coaches, Technology Curriculum Specialist	Agendas Teacher exit slips Reflections on "Next Steps"

Strategic Goal # 7 of 7:
All AUHSD teachers to will use technology to ensure two-way (school-to-home and home-to-school) communication, accessible by all parents.

Measureable Objective One:
By June 30, 2020, all technology coaches will be trained on parent access to student information, including attendance and grades, through the Aeries portal and school activities through the District mobile apps.

Annual Benchmarks:

By June 30, 2018
- 100% of technology coaches trained on two-way parent communication.

By June 30, 2019
- 100% of technology coaches trained on two-way parent communication.

By June 30, 2020
- Train 100% of technology coaches in 100% of schools trained on two-way parent communication.

Measureable Objective Two:
By June 30, 2020 the district will train all teachers to use technology resources such as Blackboard Connect, Power School Learning (LMS) access for parents, and Aeries registration for parents to build strong, comprehensive parent involvement, as measured by parent usage statistics for each communication program.

Annual Benchmarks:

By June 30, 2018
- 50% of teachers will be trained to use Blackboard Connect, Power School Learning (LMS) access for parents and Aeries registration to increase parent communication.

By June 30, 2019
- 75% of teachers will be trained to use Blackboard Connect, Power School Learning (LMS) access for parents and Aeries registration to increase parent communication.

By June 30, 2020
- 100% of teachers will be trained to use Blackboard Connect, Power School Learning (LMS) access for parents and Aeries registration to increase parent communication.

Goal #6 Implementation Plan			
Activity	**When**	**Who**	**Evaluation/Monitoring**
Professional learning for site coaches on technologies such as Blackboard Connect, Aeries and LMS to increase parent and school communication	Summer 2017 and ongoing thereafter	Educational Technology Curriculum Specialist and Educational Technology Coaches	Agendas Sign in sheets Assessments
Coaches implement parent trainings on using Blackboard Connect, Aeries and LMS increase communication	Fall 2017 and ongoing thereafter	Educational Technology Curriculum Specialist and Educational Technology Coaches	Agendas Sign In sheets Usage statistics
Coaches implement professional learning for teachers on how to use	Fall 2017 and ongoing thereafter	Educational Technology Curriculum Specialist and Educational	Agendas Sign In sheets Usage statistics

technologies such as Blackboard Connect Aeries and LMS to increase teacher and parent communication		Technology Coaches	
Train parents on how to use Aeries for online registration and two-way communication	Spring 2018 and annually thereafter	Educational Technology Curriculum Specialist and Educational Technology Coaches	Agendas Sign In Sheets Formative assessment results
Review usage statistics of Blackboard Connect, Aeries and LMS to determine if teachers are meeting benchmarks	Spring 2018 and annually thereafter	Educational Technology Curriculum Specialist Chief Technology Officer	Usage statistic and benchmark analysis

4c. *Monitoring and Evaluation*
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.

Ongoing evaluation of professional learning opportunities by Program Administrator for Professional Learning , assistant superintendent of Education Division, Chief Academic Officer, directors of Education Division, and the Chief Technology Officer will assist trainers and lead teachers in monitoring and adjusting to better meet participant(s) needs. Each identified objective will be reviewed, evaluated, and revised every year per the measurement instruments described in the implementation section of each respective professional development benchmark. In addition, ad hoc reporting will occur as benchmarks are met and as implementation steps are completed. Data collection, analysis, communication among stakeholders, and the implementation of changes as a result of the analysis will be overseen by the Education Division assistant superintendent, who will report to the superintendent and Board of Trustees. Findings will be reported out on a quarterly basis to the Technology Action Group (TAG) for feedback purposes.

Administrators will create time whereby teachers can meet to collaborate, share, and build upon the knowledge, skills, and abilities acquired during preliminary preparation for the use of appropriate computer-based technology to facilitate the teaching and learning processes. School sites have time built into the master schedule for a collaborative period for teacher sharing of information, data, testing, and other student information. Administrators and teachers will share in the collection of exemplary student work, classroom observational data, and reflective data. Other data that can be shared are curriculum units, lesson plans, student work, IIP(s), classroom observations, and results of reflective analysis. With the implementation of more online training options; downloads, and access statistics will serve as an initial method of evaluating usefulness.

Teacher professional learning t, including workshops and seminars, will be guided by a common set of expectations. These will be designed, presented, and reinforced with follow-up activities so that teachers will find the learning experiences to be helpful and relevant to their individual needs. Technology Proficiency progress will be monitored by data provided by the AUHSD Annual Survey. This data will be evaluated quarterly by the Program Administrator of Professional Learning , assistant superintendent of Education Division, Chief Academic Officer, directors of Education Division, and Chief Technology Officer to guide planning of future training options. The Technology Action Group (TAG) will review all plan components, timelines, and the budget at least once annually. TAG will present the revised plan, along with recommendations, to the Superintendent and Board of Trustees on an annual basis. The AUHSD Annual Survey and professional development participation will form the basis of the data. To measure the impact of

professional development learning on teacher attitudes and classroom practice, the Professional Development Needs Assessment will be evaluated along with the AUHSD Annual Survey by the Program Administrator of Professional Learning .

Goal #7 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Assist trainers, monitor and review trainings based on participant needs, board policy, and district initiatives	Summer 2017 and ongoing thereafter	Program Administrator of Professional Learning , assistant superintendent of Education Division, Chief Academic Officer, directors of Education Division, and the Chief Technology Officer	Agendas Sign in sheets Reflections Assessments Analysis of objectives, district initiatives and measurement instruments Board of Trustees Superintendent
Provide ongoing professional learning that supports First Best Instruction and quality instruction and learning	Fall 2017 and ongoing thereafter	Program Administrator of Professional Learning , assistant superintendent of Education Division, Chief Academic Officer, directors of Education Division, and the Chief Technology Officer	Agendas Sign in sheets Reflections Assessments Analysis of objectives, district initiatives and measurement instruments TAG Team Review Analysis of teacher usage reports Analysis of student and teacher surveys

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

5a. *Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.*

Connectivity

All AUHSD classrooms have wired and wireless connectivity. The district presently has multiprotocol label switching (MPLS) network capacities of 1 Gbps at all schools with the contractual capacity to grow to 40Gbps.

Hardware

Our 2016 technology inventory shows 26,844 computing devices at the district's 21 school sites. There are also servers situated at each site for classroom management, imaging, print sharing, file sharing, domain administration, active directory, and application hosting.

All classrooms have projectors and / or flat panel TV's. 77.5% of teachers have access to document cameras. A majority of teachers indicate they have speakers in their classroom.

Telecommunications

The district is in the process of transitioning phone systems to voice over internet protocol (VoIP) based systems. There is a district-wide Shoretel project that is scheduled to complete at the end of the 2016-17 school year.

Cellular phones play a critical role in the Anaheim Union High School District. Management, athletic directors, trainers and other staff are assigned phones with various features including, but not limited to, phone service, text messaging, internet connectivity, email synchronization, and geo-applications. School and district administrators use a wide array of apps to complement various aspects and curriculum and business operations.

Software and Learning Resources

The district currently utilizes a number of software packages in its operations in the classroom and administratively. The following is an overview of the major systems implemented within the district. Projects listed in this plan may augment or replace some of the systems listed below.

Operating Systems
Servers – Windows 2008 / 2012 running on primarily on HP DL 60 / 160 Servers
End User Computing Devices –
    PC – Windows 7, 8 and 10 running on Core i5 computers
    Stream – Windows 8, 10
    Apple – iPads, iPod Touches, and various hardware and Mac OS X specs
    ChromeOS – Chromebooks

Business Applications
The district is standardized on the Adobe Creative Cloud, Microsoft Office Professional and Google Apps for Education platforms.

Student system
Eagle Software – Aeries Student Information System
Eagle Software – Student and Parent information portals

Assessment System
Illuminate – Application Service Provider (ASP) based assessment system for our Language Assessment Center

Learning Management System
PowerSchool Learning

Financial System
Bi-Tech – ASP hosted legacy system for accounting and finance

Human Resources System
Bi-Tech – ASP hosted legacy system
SmartFind Express (SFE) – ASP hosted substitute teacher system

Electronic Learning Resources
Google Apps for Education
HMH Collections –hosted English Language Arts curriculum
Microsoft Office – business application suite
Adobe Creative Cloud – development application suite
CCGI – career guidance system
Apex Learning – online curriculum provider
Snap & Read – screen reader software

School-to-Home Communications
Blackboard Mass Notification – ASP hosted attendance calling system
Mail Chimp – Mass mailing

Library Packages
Atriuum – locally hosted library programs (Gale, Ebsco, Worldbook)

Support
The district currently employs twenty-one, 12 month employees to provide support to the 26,844 computers at the district's 20 physical sites – realizing a one-to-one model. Three additional employees provide second level support to said sites. Recommendations have been made to provide additional technical staffing, and increase staffing resources for state reporting and network support.

Internet Safety
The district currently utilizes a two-layer approach to protecting students from objectionable materials on the Internet. The first layer is the enterprise content blocking program Lightspeed Systems hosted at the district office. The district uses blacklisting on its two Cherckpoint 13800 firewalls as a second level of protection. The district is in process of reviewing direct denial of service (DDOS) functionality. The district currently prohibits unapproved social networking sites such as Facebook and Twitter through policy, Parent Handbook and Internet User Agreements, and the aforementioned content blocking tools.

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.*

Strategic Goal # 1 of 4: *AUHSD will provide infrastructure to attain curriculum and professional development goals/objectives.*

The district intends to address wire density issues by appropriately providing levels of coverage to meet site density needs.

Another goal of the district is to monitor the capacity of the district's existing multiprotocol label switching (MPLS) network to facilitate the increasing presence of online curricular resources. The net effect will be a bandwidth increase beyond 1 Gbps for sites with demonstrated needs. Scaling past 1 Gbps will require further equipment investments at the school sites and the district office.

The district also intends to increase wireless presence at all sites to address wireless capacity and density issues. The goal will be the creation of a service level agreement (SLA) for staff and students.

Wireless Assessment
Classroom Network Drops
Classroom Wireless Access Points
Network Access Control
WAN Optimization
Distributed Denial-of Service (DDOS) Attack prevention
DMZ Considerations for Network
E-Rate Switches, AP's, Routers
Telephony
Digital Signage – for way finding and information
School Bell Systems
School PA Systems
Classroom Audio Systems
Classroom Control Panels
District and School UPS
MDF AC / Ventilation
IDF Ventilation
Digital Entry Systems
Climate Sensors for IDF and MDF
Data Center Generator
Regional Generators
School Site Transfer Switches
Server Upgrades and / or Virtualization
Auditorium Technology, such as speakers, mixing boards, lighting and staging
Common Area Access Points & Antennas
Common Area Network Drops

Strategic Goal # 2 of 4: *AUHSD will provide hardware to attain curriculum and professional development goals/objectives.*

Classroom Projection
Classroom Document Cameras

Student Computer Devices
Staff Computer Devices
Peripheral Upgrades to Legacy Labs
Memory Upgrades to Legacy Labs
Virtual Desktop Labs (VDI)
Mobile and Traditional Computer Labs

Other Hardware Needs
IP Surveillance Cameras
IP Video Management Systems
Video Conferencing

Disaster and Recovery Upgrade

Strategic Goal # 3 of 4: *AUHSD will provide software and learning resources to attain curriculum and professional development goals/objectives.*

Instructional Management System Review
Student Assessment System Review
Learning Management System Review
Apps and Systems, Including Student Data Privacy Concerns

Other Software / Learning Resource Needs
Video Conferencing
Digital Textbooks
Single Sign On - Parents

5c. *List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.*

What	Who	When	Evaluation
Instructional Management System Review	IS, AUHSD Users	SY 17/18 to SY 18/19	Staff feedback
Student Assessment System Review	Selected vendors	SY 17/18	Staff feedback
Learning Management System Review	IS, AUHSD Users	SY 18/19	Staff feedback
Apps and Systems, Including Student Data Privacy Concerns	Selected vendors	SY 17/18 to SY 19/20	Staff feedback
Wireless Assessment	IS, AUHSD Users Selected vendors	SY 17/18 to SY 18/19	Assessment report
Classroom Network Drops	IS, Selected vendors	SY 17/18 to SY 19/20	Throughput Data traffic
Classroom Wireless Access Points	IS, Selected vendors	SY 17/18 to SY 19/20	Wireless throughput, system logs Concourrent sessions
DMZ Review	IS, Selected vendors	SY 17/18	Data traffic Concourrent sessions, network data
WAN Optimization	IS, Selected vendors	SY 18/19	Optimization metrics

What	Who	When	Evaluation
Network Access Control	IS, Selected vendors	SY 18/19	Utilization metrics
DDOS Review	IS, AUHSD Users Selected vendors	SY 17/18	Throughput Data traffic
Telephony	IS, AUHSD Users Selected vendors	SY 17/18 to SY 18/19	Work orders
Digital Signage	IS, AUHSD Users Selected vendors	SY 19/20	Staff feedback via technology survey
Classroom Audio Systems	IS, AUHSD Users Selected vendors	SY 19/20	Staff feedback via technology survey
Classroom Control Panels	IS, Selected vendors	SY 19/20	Staff feedback via technology survey
District and School UPS	IS, Selected vendors	SY 19/20	IS Staff feedback
MDF AC / Ventilation	IS, Selected vendors	SY 17/18 to SY 19/20	Work orders, temperature readings
IDF Ventilation	IS, Selected vendors	SY 17/18 to SY 19/20	Work orders, temperature readings
Climate Sensors for IDF and MDF	IS, Selected vendors	SY 19/20	Temperature metrics
School Site Transfer Switches	IS, Selected vendors	SY 19/20	IS Staff feedback
Auditorium Technology	IS, Selected vendors	SY 19/20	Staff feedback
Common Area Access Points & Antennas	IS, Selected vendors	SY 17/18 to SY 18/19	Utilization statistics
Common Area Network Drops	IS, Selected vendors	SY 17/18 to SY 18/19	IS Staff feedback
Classroom Projection	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	Staff feedback via technology survey
Classroom Document Cameras	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	Staff feedback via technology survey
Student Computer Devices	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	Staff feedback via technology survey
Staff Computer Devices	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	Staff feedback via technology survey
Peripheral Upgrades to Legacy Labs	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	Staff feedback via technology survey
Memory Upgrades to Legacy Labs	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	Improved computer perfromance Work orders
Virtual Desktop Labs (VDI)	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	Staff feedback via technology survey
Traditional Computer Labs	IS, AUHSD Users Selected vendors	SY 17/18 to SY 18/19	Staff feedback via technology survey
Mobile Computer Labs	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	Staff feedback via technology survey
IP Surveillance Cameras	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	System metrics
IP Video Management Systems	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	System metrics
Video Conferencing	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	System metrics
Disaster and Recovery Upgrade	IS, Selected vendors	SY 17/18 to SY 19/20	System metrics

What	Who	When	Evaluation
Digital Textbooks	IS, AUHSD Users Selected vendors	SY 17/18 to SY 19/20	Utilization statistics
Single Sign On - Parents	IS, AUHSD Users Selected vendors	SY 17/18	Utilization statistics

5d. *Monitoring and Evaluation*

The AUHSD Education & Information Technology Department evaluates the capability of the district's infrastructure. An updated asset management system will assist the district in managing and evaluating its hardware inventory. Other measures are already in place and serving a monitoring function such as anti-virus software, line conditioning hardware, content filtering hardware and software, and other network tools. The Chief Technology Officer will monitor technology needs and evaluation data and report these findings to the assistant superintendent of Education Division. Modifications will be made as required, and financially feasible to support curriculum goals. Findings will be reported out on a quarterly basis to the Technology Action Group (TAG) for feedback purposes.

Funding and Budget

6a. *Established and Potential Funding Sources*

Funding for implementation of district and site technology initiatives are available through numerous sources, including:

Current Funding Sources

E-Rate
General Fund
State Technology funding, when available
Block Grants
SIP funds
Titles I, IID, III funding
ARRA
Local Control Funding Formula
West Ed. Raise Grant
Gear Up Grant
OCDE ERIA Grant (DBQ)
Measure H Bond

Potential Funding Sources

General Obligation Bond
Grants
Partnerships

6b. *Estimated annual implementation costs for the term of the plan.*

Cost Impact Analysis

1000-1999 Certificated	FY 17-18	FY 18-19	FY 19-20
• Ed. Tech. Curriculum Specialist (1 FTE)	$105,788.00	$105,788.00	$105,788.00
• Tech Coaches (one release period)	$302,618.50	$304,688.33	$305,206.00
• Total	$408,406.50	$410,476.33	$410,994.00
2000-2999 Classified Personnel Salaries	**FY 17-18**	**FY 18-19**	**FY 19-20**
• Chief Technology Officer (1 FTE)	$159,564.96	$159,564.96	$159,564.96
• Ed. Tech. Supervisor (1 FTE)	$97,104.00	$97,104.00	$97,104.00
• Sr. Admin. Asst. Prog. Support (1 FTE)	$73,563.60	$73,563.60	$73,563.60
• System Administrator (1 FTE)	$114,193.20	$114,193.20	$114,193.20
• Network Analyst (3 FTE)	$319,227.36	$319,227.36	$319,227.36
• Programmer Analyst (1 FTE)	$94,972.80	$96,900.00	$98,832.00
• Webmaster (1 FTE)	$71,665.20	$71,665.20	$71,665.20
• Network Technician (3 FTE)	$250,514.88	$250,514.88	$250,514.88
• IS Specialist II (1 FTE)	$73,788.00	$73,788.00	$73,788.00
• IS Specialist I (2 FTE)	$141,108.36	$141,108.36	$141,108.36
• Technology Service Tech. (21 FTE)	$1,288,159.20	$1,301,959.20	$1,314,967.20
• **Add:** Upgrade TST to TST II (8 FTE)	$52,128.00	$52,128.00	$52,128.00
• **Add:** Network Manager (1 FTE)	$117,461.00	$117,461.00	$117,461.00
• **Add:** Application Support (1 FTE)	$56,040.00	$58,224.00	$60,564.00
• Total	$2,909,490.56	$2,927,401.76	$2,944,681.76
4000-4999 Books and Supplies	**FY 17-18**	**FY 18-19**	**FY 19-20**
Supplies	$100,000	$100,000	$100,000
Uniforms	$3,000	$3,000	$3,000
Staff computer cycling (five years)	$538,300	$538,300	$538,300
Projector cycling	$548,340	$548,340	$548,340
Add: Sound: audio **(FMP)**	$867,000	$867,000	$867,000
Grade camera	$23,069	$23,069	$23,069
Headphones	$26,460	$26,460	$26,460
Lab computers	$728,800	$728,800	$728,800
Apple Lab Computers	$80,600	$80,600	$80,600
Maintain existing ChromeBooks	$1,769,900	$1,769,900	$1,769,900
Maintain existing HP Streams	$80,900	$80,900	$80,900
Maintain existing student tablets	$136,800	$136,800	$136,800
Maintain existing computers	$389,500	$389,500	$389,500
Add: One-to-one student computers	$1,401,400	$1,401,400	$1,401,400
Student computers	$1,213,540	$1,213,540	$1,213,540
Total	$7,907,609	$7,907,609	$7,907,609
5000-5999 Services and Other Operating Expenditures	**FY 17-18**	**FY 18-19**	**FY 19-20**

IT Conferences (EIT)	$4,000	$4,000	$4,000
Mileage (EIT)	$1,000	$1,000	$1,000
IT Graphic Arts Production (EIT)	$5,000	$5,000	$5,000
Steam-a-palooza (EIT)	$2,500	$2,500	$2,500
E-Rate Professional Services (EIT)	$27,600	$27,600	$27,600
Network Professional Services (EIT)	$20,000	$20,000	$20,000
Core Routing Maintenance (EIT)	$6,000	$6,000	$6,000
Code Combat (SYC (20))	$1,000	$1,000	$1,000
Storyboard That (BRO (5))	$375	$375	$375
5 Star Students (ANA)	$972	$972	$972
IFAS HR (OCDE)	$78,459	$78,459	$78,459
IFAS Business (OCDE)	$98,558	$98,558	$98,558
Brainpop (BRO, ORA)	$6,230	$2,840	$6,230
Softchalk (50 users)	$12,500	$12,500	$12,500
Career Cruising (WAL)	$695	$695	$695
Cengage Calculus e-Texts	$105,114	$105,114	$105,114
Cengage Chemistry e-access	$72,262	$72,262	$72,262
Certiport (CYP)	$3,275	$3,275	$3,275
Gamut (SUP)	$5,410	$5,410	$5,410
Sportsware (ED)	$1,800	$1,800	$1,800
DBQ Project (DAL, SOU)	$2,000	$2,000	$2,000
Document Tracking Service (ED)	$4,290	$4,290	$4,290
SurveyMonkey (SOU)	$225	$225	$225
Toon Boom (KEN)	$14,980	$14,980	$14,980
Syscloud (EIT)	$15,500	$15,500	$15,500
Adobe Creative Cloud (EIT)	$49,364	$49,364	$49,364
Microsoft CAMSA (EIT)	$121,000	$123,400	$125,850
Schooldude (M&O, FAC)	$45,755	$38,841	$38,841
Flocabulary (KEN)	$96	$96	$96
Gizmos (BRO)	$799	$799	$799
Hayes Textbook Mgmt (ED)	$16,707	$16,707	$16,707
Government Jobs (HR)	$6,000	$6,000	$6,000
HMH	$0	$0	$0
Illuminate (ED)	$27,000	TBD	TBD
IXL Math (SYS)	$1,800	$1,800	$1,800
Klein Educational Systems	TBD	TBD	TBD
KnowledgeNet (ED for EIT)	$14,364	$14,364	$14,364
Scholastic	TBD	TBD	TBD
Edjoin (HR)	$4,509	$4,509	$4,509
Turnitin (HS, WAL)	$56,230	$56,230	$56,230
Rosetta Stone (LAC, ANA)	$31,005	$31,005	$31,005
Pearson	TBD	TBD	TBD
Kofax (OCDE)	$648	$648	$648
Networking (OCDE)	$4,600	$4,600	$4,600

Relias Learning (SYS)	$5,802	$5,802	$5,802
My Payment Network (EIT)	$500	$500	$500
McGraw Hill	TBD	TBD	TBD
Renaissance Learning (ANA, SOU)	$24,032	$24,032	$24,032
Unique Learning (HOP, SYS)	$1,916	$1,916	$1,916
Netop Vision (MAG, WES)	$1,270	$1,270	$1,270
Identicard (HR)	$511	$511	$511
Snap & Read (SYS)	$14,850	$14,850	$14,850
Junior Library Guild (ANA, BAL, BRO, GIL, KAT, ORA, SAV, SOU)	$21,948	$13,171	$21,948
Discipline for Schools (GIL, LOA, SYC, WES)	$1,223	$1,223	$1,223
Makemusic (OXF)	$2,079	$2,079	$2,079
Mobymax (ORA)	$107	$107	$107
Vizzle! (SYS)	$0	$22,410	$0
Review Text in Spanish (LAC)	$0	$0	$1,322
Education Week (SUP)	$60	$60	$60
All the Right Type (GIL)	$450	$450	$450
Why Try (LOA)	$499	$499	$499
TransTracks (TRS)	$100,800	$100,800	$100,800
eTrition (FDS)	$137,400	$137,400	$137,400
Healthy Meal Planner (FDS)	$8,800	$8,800	$8,800
eControl Systems (FDS)	$4,400	$4,400	$4,400
Wowsers Math (SYC)	$3,500	$3,500	$3,500
Smart Finder Express (HR)	$8,007	$8,007	$8,007
Encyclopedia Britannica	$22,000	$22,000	$22,000
PowerSchool Learning (ED)	$144,000	$144,000	$144,000
Go Sign Me Up (ED)	$7,500	$7,500	$7,500
Follett (ED)	$145	$145	$145
Virtual Enterprise Fee (KEN)	$1,400	$1,400	$1,400
Aeries (EIT)	$85,500	$85,500	$85,500
Wireless Maintenance (EIT)	$170,500	$78,000	$78,000
Server Maintenance (EIT)	$40,000	$40,000	$40,000
Telephone Maintenance (EIT)	$76,350	$76,350	$76,350
Blackboard Collaborate (EIT)	$34,178	$34,861	$35,559
Glogster (ED)	$5,000	$5,000	$5,000
Webnetworks Maintenance (EIT)	$3,000	$3,000	$3,000
Camtasia (EIT)	$5,700	$5,700	$5,700
GAFE Audit (EIT)			$4,600
Fortisiem (EIT)	$10,000	$10,000	$10,000
MailChimp (EIT)	$3,500	$3,500	$3,500
Certica (EIT)	$33,500	$33,500	$33,500
School to Home Comm. (ED / EIT)	$90,000	$90,000	$90,000
OCDE Network (EIT)	$6,500	$6,500	$6,500
Gartner (EIT)	$9,300	$9,500	$9,700

Web Hosting Schools (EIT)	$11,000	$11,000	$11,000
Web Hosting DO (EIT)	$2,500	$2,500	$2,500
AUHSD Domains / Certificates (EIT)	$500	$500	$500
Solarwinds (EIT)	$1,300	$1,300	$1,300
Indeni	$4,600	$4,600	$4,600
Insight	$8,000	$8,000	$8,000
Tableau	$12,100	$12,500	$13,000
Goldfax (EIT)	$1,200	$1,200	$1,200
Google Contacts Mgmt (EIT)	$900	$900	$900
Cyber Safe (EIT)	$3,800	$3,800	$3,800
Norex (EIT)	$6,500	$6,500	$6,500
Experts Exchange (EIT)	$2,000	$2,000	$2,000
DNS Firewall (EIT)	$2,700	$2,700	$2,700
Deep Freeze (EIT)	$7,600	$7,800	$8,000
UPS Maintenance (EIT)	$3,500	$3,500	$3,500
Apex SQL (EIT)	$1,300	$1,300	$1,300
Email Archiving (EIT)	$43,500	$43,500	$43,500
Single Sign On (EIT)	$23,000	$23,000	$23,000
Legacy Wireless Controllers (EIT)	$2,000	$2,000	$2,000
Disaster Recovery (EIT)	TBD	TBD	TBD
Cellular Communications (EIT)	$88,800	$44,400	$44,400
Telecommunications (5918) (EIT)	$43,200	$43,200	$43,200
Data Services **(E-Rate)** (EIT)	$431,900	$443,100	$443,100
Mailing Costs (EIT)	$1,500	$1,500	$1,500
Total	$2,659,249	$2,513,761	$2,513,488
6000-6999 Capital Outlay	**FY 17-18**	**FY 18-19**	**FY 19-20**
Core switching	$19,822	$19,822	$19,822
Core Routing	$12,785	$12,785	$12,785
Edge switching **(E-Rate)**	$282,828	$282,828	$282,828
Wireless hardware **(E-Rate)**	$93,700	$93,700	$93,700
Network servers	$52,900	$52,900	$52,900
Load Balancer	$6,400	$6,400	$6,400
File Services	$10,800	$10,800	$10,800
Backup and Restore	$19,300	$19,300	$19,300
Firewall **(E-Rate)**	$129,500	$129,500	$129,500
Content Filter	$39,564	$39,564	$39,564
Pressure Sealer	$6,700	$6,700	$6,700
School Application Servers	TBD	TBD	TBD
School Core Servers	$46,200	$46,200	$46,200
Total	$720,499	$720,499	$720,499
Grand total	$14,821,345	$14,695,838	$14,713,363

6c. *Equipment Replacement Cycle*

The Education & Information Technology Department cycles its server equipment every four to five years. The district has implemented a managed print service that covers a large majority of the district's print and copy needs, including hardware. All other equipment including, but not limited to, computers, laptops, printers, servers, routers, switches, and storage devices are replaced when they cease to be functional – provided funding is available. This policy is subject to budget availability.

6d. *Monitoring and Evaluation*
Each identified objective and the budget will be reviewed, evaluated, and revised annually with many components examined more frequently by the Chief Technology Officer. Data collection, analysis, communication among stakeholders, and the implementation of changes as a result of the analysis, will be overseen by the Education Division assistant superintendent, who will report to the superintendent and Board of Trustees. Education & Information Technology staff will coordinate data collection, with reports to the Education Division.

Hardware standards will be reviewed and revised on a quarterly basis by Technology Action Group (TAG). The TAG will review all plan components, timelines, and the budget at least once annually. TAG will present the revised plan, along with recommendations, to the superintendent and Board of Trustees on an annual basis.

MONITORING AND EVALUATION

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

The process used for evaluating overall progress is a blend of report and survey reviews by the Technology Action Group (TAG), meeting quarterly, and an analysis of benchmark standings. Each objective from sections three and four will be monitored, evaluated and revised at the close of every year with many components examined more frequently by the Education Division. Data collection, analysis, the communication among stakeholders, and the implementation of changes as a result of the analysis will be overseen by the Education Division assistant superintendent. Hardware standards are also reviewed and revised by the TAG. Data collection will be coordinated by Information Systems with reports to the Education Division via the Chief Technology Officer.

The TAG's annual review and any suggested revisions to the plan, along with recommendations, will be presented to the superintendent and Board of Trustees. This review will be developed through the quarterly meeting strucutre. Each site will be expected to present relevant information related to the following primary goals:

1. Access for all students and parents during and beyond school hours to technology tools and resources
2. Technology support status and needs
3. Technology integration status by content
4. Student achievement in core content areas as related to increased technology proficiency
5. Staff and student technology proficiencies
6. Professional development needs

This annual report will also include specific recommendations arising from site-based decisions and

activities that have occurred outside the scope of the plan and that have promise for other locations.

The AUHSD Technology Plan is a dynamic document. The primary purpose in developing this strategic plan is to provide a guide for district and site technology and budget decision-making processes.

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

The table below outlines the timetable for the review of data needed to determine plan effectiveness. Individual components of the study will include the measurements defined in sections three and four. These include, but are not limited to the following data elements:

1. The development and population of a student project exemplar web site
2. Online registration and course completion rates
3. Annual AUHSD technology surveys
4. Parent and Staff Surveys
5. Enrollment and evaluation reports from Staff Trainings and conference attendance, including specific trainings in ISTE NETS standards, and online teaching
6. Annual technology inventory and standards changes
7. Updated Acceptable Use Policy and revised Student Handbook
8. ISTE NETS standards mastery of all students as measured by the ISTE NETS Rubric rates
9. Hours expansion for tech access as measured by site reports
10. Student academic growth monitoring through of Illuminate as measured by teacher utilization reports and summary reports by site
11. Parent portal use as measured by hit counters, parent survey and anecdotal records

Anaheim Union High School District Technology Plan Timeline					
Monitoring and Evaluation					
Start Date	**Methodology**	**Activity or Benchmark**	**Target Audience**	**Person Responsible**	**Division Responsible**
09/17 12/17 03/18 06/18	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Asst. Sup. Ed. Svcs. CTO Coord. Innovative Prog.	Education Quality Teacher Program
09/17 12/17 03/18 06/18	Face-to-face meeting	Quarterly Meetings of Technology Action Group (TAG)	TAG	CTO	Education
06/18	Local and state report templates Aggregated report template	Annual data (Ed Tech Profile annual evaluation, Parent/Student survey, CDE Technology Survey, benchmark review and AUHSD annual survey)	All sites Parents Students	Asst. Sup. Ed. Svcs. CTO	Education
07/18	Approved technology plan with modifications	Technology plan revisited and recommendations and adjustments submitted to superintendent and Board of Trustees	TAG Cabinet Board of Trustees	TAG CTO	Education
09/18 12/18 03/19 06/19	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and	All sites	Asst. Sup. Ed. Svcs. CTO Coord. Innovative Prog.	Education Quality Teacher Program

Anaheim Union High School District Technology Plan Timeline					
Monitoring and Evaluation					
		benchmarks			
09/18 12/18 03/19 06/19	Face-to-face meeting	Quarterly Meetings of Technology Action Group (TAG)	TAG	CTO	Education
06/19	Local and state report templates Aggregated report template	Annual data (Ed Tech Profile annual evaluation, Parent/Student survey, CDE Technology Survey, benchmark review and AUHSD annual survey)	All sites Parents Students	Asst. Sup. Ed. Svcs. CTO	Education
07/19	Approved technology plan with modifications	Technology plan revisited and recommendations and adjustments submitted to superintendent and Board of Trustees	TAG Cabinet Board of Trustees	TAG CTO	Education
09/19 12/19 03/20 06/20	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data (which includes student projects, ISTE NETs attainment rates, teacher lessons and units, number of trainings, program usage statistics, etc.) for goals and benchmarks	All sites	Asst. Sup. Ed. Svcs. CTO Coord. Innovative Prog.	Education Quality Teacher Program
09/19 12/19 03/20 06/20	Face-to-face meeting	Quarterly Meetings of Technology Action Group (TAG)	TAG	CTO	Education
06/20	Local and state report templates Aggregated report template	Annual data (Parent/Student survey, CDE Technology Survey, benchmark review and AUHSD annual tech survey)	All sites Parents Students	Asst. Sup. Ed. Svcs. CTO	Education

7c. *The Process And Frequency Of Communicating Evaluation Results To Tech Plan Stakeholders.*

Reports and data required for quarterly meetings noted above will be distributed to TAG members, and discussed at administrative meetings where relevant and needed. Minutes of the TAG meetings will be posted to the AUHSD intranet for review online and anywhere/any time, and copies will be available to all employees and any parent or student requesting them. Related information will be shared at professional development sessions scheduled throughout the year so staff will have a continuing focus on the current expectations, challenges and best practices in use or under development.

The annual report to the Board of Trustees to be prepared by the Education Services division will be widely disseminated to all sites, and a version will be posted to the parent portal for review by all parents and residents who are interested. A press release on progress will be issued annually and sent to business supporters and other district partners.

The annual results report will also be shared at parent council meetings, teacher advisory meetings, administrative council, and classified leadership meetings. Necessary revisions or adjustments to the plan will be presented to the superintendent and the Board of Trustees at a regularly scheduled board meeting. The Education & Information Technology Department will work with the various departments and school sites to survey the progress of the departments, school sites, teachers and administrators. This will allow the district to make mid-course corrections to the direction of the plan if needed. Through this means of communication, the Education Services division in collaboration with Education & Information Technology Department will also

share the strategies, activities, and software/hardware that have had a positive effect on teaching and learning. This should also help with the replication of such strategies.

ADULT LITERACY

8. *Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology Criterion*

The Anaheim Union High School District suspended its Adult Education program in 2011. The district works with the North Orange County Community College District (NOCCCD) to transition students to the NOCCCD Adult Education programs.

EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES

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

Curriculum

To succeed at our goals to harness technology as a teaching tool and a learning tool, we must understand the role technology plays in our students' lives and the impact it will have on their success in a 21st century world. Don Tapscott has studied this generation that is dramatically transforming every institution of modern life. From the workplace to the marketplace, from politics to education to the basic unit of any society, the family, they are replacing a culture of control with a culture of enablement. In his book, Grown Up Digital, Tapscott identified eight characteristics that describe the typical "Net Gener" (Tapscott, 2009):

- They prize freedom and freedom of choice.
- They want to customize things, make them their own.
- They're natural collaborators, who enjoy a conversation, not a lecture.
- They'll scrutinize you and your organization.
- They insist on integrity.
- They want to have fun, even at work and at school.
- Speed is normal.
- Innovation is part of life.

Historically, nations that foster knowledge, innovation and creativity, have embraced technological advances and led the world in prosperity. These qualities of excellence, agility, and openness continue to drive the wealth of nations and reward individuals. It is the role of every educator to prepare all students with a 21st century education that will position them with the knowledge and skills they need to survive, and thrive, in a technological world, whether they continue their formal education or enter the workforce after high school. "If the American education system is to prepare its students to meet the demands of an increasingly technological world, indeed if it is to be effective at all, it must integrate technology into the academic curriculum (Daggett, 2010). This will require schools to provide a much more rigorous and *relevant* education than many students presently receive.

The International Society for Technology in Education (ISTE) updated the NETS (National Educational Technology Standards) to NETS-S (National Educational Technology Standards for Students). NETS-S represents the most recent international thinking about the wide range of skills required to learn and live in an increasingly digital world. Both NETS and NET-S has been used to guide our technology plan, including professional development for our teachers. Specifically, NETS-S addresses:

- Empowered Learners *(Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals).*
- Digital Citizen (*Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world and they act and model in ways that are safe, legal, and ethical).*
- Knowledge Constructor *(Students curate a variety of resources using digital tools to construct knowledge, produce artifacts, and make meaningful learning experiences for themselves and others).*
- Innovative Designer *(Students use a variety of technologies within a design process to identify and solve problems by creating new, useful, or imaginative solutions).*
- Computational Thinker *(Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions).*
- Creative Communicator (*Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals).*
- Global Collaborator *(Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally).*

Willard Daggett, CEO of the International Center for Leadership in Education, has done extensive research on the changing role of teachers and education. He believes teachers, more than ever, have a vital role to play in helping students realize their futures by providing them with instruction that gives direction and allows them to hone their new cognitive and technological skills (Daggett, 2010):

"In a nutshell, students need facilitated content to be fully capable citizens, whether its blogging on a social network site or solving a math problem. They may have limitless technology and information at their disposal, but can they access that information efficiently and effectively? Can they evaluate it critically and competently and identify objective facts from propaganda? Do they understand the real ethical, legal, and moral issues concerning access to and use of information? Can they create meaning from data? In essence, do they know the value of information, aside from what is needed to pass a test?" (Daggett, 2010)

A virtually unanimous 99 percent of voters say that teaching students a wide range of 21st century skills that include critical thinking and problem-solving skills, computer and technology skills, and communication and self-direction skills, is critical to our country's future economic success in the global economy of today and the future. This consensus, which cuts across all socioeconomic classes, age groups and political affiliations, indicates that there is nearly universal agreement among Americans about the connection between 21st century skills and economics (Partnership for 21 Century Skills, 2007).

"Schools cannot possibly prepare students to participate in a global economy without making intensive use of technology. Schools are doing a good job of teaching technology proficiency to students. But technology also must be used routinely for learning core subjects and 21st Century skills, such as critical thinking and problem solving, innovation and creativity, and life and career skills. And technology must be a fundamental building block for strengthening teaching and learning and for modernizing education

support systems" (Kay, P21, 2007)

A similar study *Are They Really Ready to Work?* (2006), employers by The Conference Board, the Partnership for 21st Century Skills, Corporate Voices for Working Families and the Society for Human Resource Management said that the future U.S. workforce is "woefully ill-prepared for the demands of today's (and tomorrow's) workforce" and they cited 21st century skills as "very important" to success at work. Schools need to focus on preparing students for college *and* a demanding workforce, rather than trying to do a better job of teaching what they have always been teaching.

Twenty-first century skills must be an integral part of teaching and learning of all academic subjects, not just merely add-ons to the curriculum or just in the Business Information classes. To allow this to occur, transforming classroom practice and providing professional development to teachers to understand, accept, and adapt these changes in their instructional practices, will enable students to learn to apply critical thinking skills in the context of learning math, or work in collaborative teams on a geography project, or use scientific technology to explore the environment. It must be that the basics of curriculum and instruction, along with 21st century skills, come, not at cross-purposes but that they are complimentary and embedded so that seamless learning takes place (Daggett, 2010).

> "Schools are missing a key ingredient that ties education to careers and lifelong success. This ingredient is the *application* of the skills and knowledge needed to be successful not just in college, but also in chosen careers as well. While we must continue to prepare our young people to be good citizens and ready them for higher education, we must also acknowledge a fundamental purpose to education – *learning to apply academic skills needed for the increasingly sophisticated workplace and society*" (Daggett, 2010).

For all students to acquire 21st century skills, the education system must create learning environments, both for students and for educators that mirror those of high-performance, knowledge-driven organizations. In these organizations, leaders motivate everyone to contribute, expect people to meet high standards and model effective strategies. They cultivate a culture of knowledge-sharing and collaboration that extends beyond their organizations, engage people in interesting work, challenge them to recognize and solve problems, give them opportunities to learn and grow, and reward them for creative solutions. They also provide people with the technology tools and support they need to succeed. Technology can be a compelling hook that engages and motivates students to succeed as well. Already, students are among the most enthusiastic and able technology users. They embrace technology as a tool for learning, communicating, sharing, creating—and even for schoolwork (Christiansen, C., Horn, M. & Johnson, C. 2008).

Research has shown that online learning is a way to enhance student learning as well as provide students with an instructional option. Online learning offers the advantage of personalization, allowing individualized attention and support when students need it most. In addition, students collaborate, communicate, and develop the "Habits of Mind" necessary to compete in a 21st century global economy. It provides the very best educational opportunities to all students, regardless of their zip code, with highly qualified teachers delivering instruction using the Internet and a vast array of digital resources and content. (NACOL, 2008) The International Association for K12 Online Learning (*i*NACOL) updated the *National Standards for Quality Online Courses* in October, 2011. AUHSD online courses are developed and evaluated based on *i*NACOL's *National Standards for Quality Online Courses* through a variety of ways including peer review, self-review, technology specialist, and administrator review. Each of the standards and its primary objective are listed below.

- **Content Standards:** The course provides online learners with multiple ways of engaging with learning experiences that promote their mastery of content and are aligned with state and national content standards. (Standard A)

- **Instructional Design:** The course uses learning activities that engage students in active learning: provides students with multiple learning paths to master; the content is based on student needs; and provides ample opportunities for interaction and communications – students to student, student to instructor, and instructor to student. (Standard B)

- **Student Assessment:** The course uses multiple strategies and activities to assess student readiness for and progress in course content and provides students with feedback on their progress. (Standard C)

- **Technology:** The course takes full advantage of a variety of technology tools, has a user-friendly interface and meets accessibility standards for interoperability and access for learners with special needs. (Standard D)

- **Course Evaluation and Support:** The course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up to date, both in content and in the application of new research on course design and technologies. Online instructors and their students are prepared to teach and learn in an online environment and provided support during the course. (Standard E)

Considering all the research conducted in the area of education in a technologically driven world, one thing seems clear: What needs to be learned is secondary to how to use the vast amount of information that is so readily available. Problem-solving, information processing, working collaboratively, and knowing what to do when you are not sure what to do, are essential skills necessary to succeed in college and career, as well as to manage the dynamic setting of the 21st century. Today, the expectation is for every student to graduate from high school and be prepared for higher education and the workforce. Moreover, students today use technology constantly. These digital natives do not respond well to the textbook-driven lesson plans of previous eras. Our goal is to effectively promote highly rigorous and relevant learning in which students have opportunities to tackle challenging problems, the kind they are likely to encounter in life.

Professional Development

Teachers must embrace the uniqueness of the 21st century learners seated in their classrooms. As Tapscott identified in his research on the the NET Generation, there are seven strategies recommended for teachers to better instructors for the new digital age (Tapscott, 2009):

1) Don't throw technology into the classroom and hope for good things. *Focus on the change in pedogogy, not the technology.*
2) Cut back on lecturing. *Start asking questions, let students discover the answer.*
3) Empower students to collaborate. *Give them access to the world of subject-matter experts.*
4) Focus on life-long learning, not teaching to the test. *Focus on teaching them how to learn – not what to know.*
5) Use technology to get to know each student. *Customize their learning.*
6) Design educational programs according to the eight norms. *There should be choice, customization, transparency, integrity, collaboration, fun, speed, and innovation in their learning experiences.*

7) Reinvent yourself as a teacher, professor, or educator.

The Anaheim Union High School District has implemented a district-wide eLearning program. The AUHSD eLearning brought together a team of virtual teachers who went through a very rigorous selection process. The virtual teachers are traditional teachers with a modified teaching schedule that includes 1 to 5 periods of an online course. Virtual teachers are content area experts who spent over a year developing their online course to ensure the course meets *i*NACOL *National Course Standards*. In addition, teachers participate in peer and self-review their teaching practice based on *i*NACOL *Standards for Quality Online Teaching*. Each primary standard is listed below.

- **Standard A**: The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.

- **Standard B**: The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.

- **Standard C**: The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.

- **Standard D:** The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.

- **Standard E**: The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.

- **Standard F**: The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.

- **Student G**: The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.

- **Standard H**: The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.

- **Standard I**: The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.

- **Standard J**: The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.

All eLearning courses are offered to all AUHSD students as part of his or her regular school schedule. Access is provided by each school to those students wishing to participate, but do not have access at home or encounter technical difficulties while enrolled in an eLearning course. The overall vision for providing online learning is to provide access to an online, collaborative, and self-paced learning environment that facilitates 21st century

skills development to ensure students evolve as competent, 21st century citizens and workers. Online learning is available to students in need of acceleration, enrichment (AP/IB), credit recovery, or simply an alternative instructional option.

Professional Development for all virtual, online learning staff is conducted quarterly to support the staff's acquisition of the 21st century technology skills and tools, appropriate pedagogy for online learning, interactive and engaging learning activities, and best practices for online instruction. In addition to formal quarterly meetings, ongoing training and teacher support is provided teachers via the Learning Management System, Haiku, and BB Collaborate. Teachers continually reflect and revise courses and teaching strategies based on current research in online learning and student feedback.

Online learning has expanded in AUHSD to support the at-risk students, those needing credit recovery, and those simply preferring a non-traditional instructional option. An Independent Learning Center (ILC) has been implemented at two of the district's high schools. The ILC will provide a 21st century independent study approach to educate and graduate at-risk and disengaged students. Staff will identify and recover students that have dropped out of school, have poor attendance, are struggling academically, and are at-risk of not earning their high school diploma. An appropriate educational program placement, goals, and support services are articulated in a personalized learning plan for each individual student. Emphasis is on the development of the academic and personal skills that lead to high school graduation and post-secondary connection (i.e.: college and /or career placement).

9b. *Anaheim Union High School District's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.*

Anaheim Union High School District (AUHSD) uses technology to extend or supplement curriculum with rigorous academic courses and curricula via 1) the integration of technology into content instruction and assessment and 2) the use of technology applications to facilitate student collaboration. The availability of on-line databases such as EBSCO for teachers, students, and parents is example of how technology can be integrated into rigorous academic courses to extend or supplement curriculum. These databases extend curriculum by providing content specific resources such as full-text news articles, historical documents, editorials, photographs, maps, novel reviews, literary criticisms, literary genres, periodical articles, video clips, biographical information, practice examinations, and other test preparation materials. In addition to data bases, all adopted core content textbooks are standards based and include on-line instructional materials such as electronic textbooks, electronic test banks (e.g. Exam View), teacher and student web links (e.g. scilinks.org and go.hrw.com), DVDs (e.g. BioDetectives, Animated Biological Concepts), CD-ROMs (e.g. textbooks, lab simulations, PresentationExpress, Voices from the Past). In addition, some school sites use databases such as United Streaming, which integrates seamlessly into any curriculum with 4,000 full-length videos segmented into 40,000 content-specific clips. Such technology expand learning by using new multimedia content; providing creative assignment building tools for teachers; and enhancing the capacity to customize lessons to different subjects, grades, and learning styles.

AUHSD is shifting its computer literacy focus from basic computer skills to 21st Century Skills, as outlined in the NETS-S. This shift prepares students to become "technologically literate" so they can demonstrate more proficient technology skills when developing performance tasks for content area classes. 21st century technology skills training coupled with electronic databases and assigned group projects create opportunities for students to learn collaboratively in ways that are rigorous, relevant, and expand learning to levels of advanced

proficiencies.

Anaheim Union is a Google Apps for Education" (GAFE) district. The tools in Google Drive are aligned to the ISTE's NETS-S. To address the need for all teachers to shift their instructional practices to incorporate the use of appropriate and engaging technology in their lesson designing, a multi-year plan has been developed to provide training to all teachers through designated staff members selected as "Technology Coaches". Technology coaches will be responsible for the training of all staff on the appropriate and pertinent use of technology and software.

APPENDICES:

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.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	3	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2009-11.
2. STAKEHOLDERS CRITERION **Corresponding EETT Requirement(s): 7 and 11 (Appendix D).**	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3-4	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	6-7	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	7-8	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	8-9	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	10-12	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	12-14	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

TECHNOLOGY STRATEGIC PLAN 2017-20

f.	**List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism** 15	The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g.	**List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.** 15-16	The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about Internet safety.
h.	**Description of or goals about the district policy or practices that ensure equitable technology access for all students.** 16	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i.	**List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to** 16-17	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to

	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.			accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	17-18	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	18-19	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.**	19	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. **List of clear goals, measurable objectives, annual benchmarks, and**	19-27	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation	The plan speaks only generally of professional

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.		plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. **Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.**	27-28	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.**	28-30	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and**	30-32	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't

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.		Development Components.	seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	32-34	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	34	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	34	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	35-38	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	39	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	39	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	39-40	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	40-41	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	41-42	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If	42	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources	There is no evidence that the plan has been, or will be developed in collaboration with

no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Not Adequately Addressed**
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	42-47	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	47-48	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J – Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: <u>30 -66431</u>

School Code (Direct-funded charters only): _ _ _ _ _ _ _

LEA Name: <u>Anaheim Union High School District</u>

*Salutation: <u>Mr. ✓</u> Ms. Dr.

*First Name: <u>Erik</u>

*Last Name: <u>Greenwood</u>

*Job Title: <u>Chief Technology Officer</u>

*Address: <u>501 N. Crescent Way</u>

*City: <u>Anaheim</u>

*Zip Code: <u>92803</u>

*Telephone: <u>714-999-3765</u>

Fax: <u>714-758-0571</u>

*E-mail: <u>greenwood@auhsd.us</u>

Please provide backup contact information.

1st Backup Name: <u>Dr. Diane Donnelly-Toscano</u>

E-mail: <u>donnelly_d@auhsd.us</u>

2nd Backup Name: <u>Reuben Patino</u>

E-mail: <u>patino_r@auhsd.us</u>

*Required information in the ETPRS