Anaheim Union High School District

TECHNOLOGY STRATEGIC PLAN 2011-14

CDE Approved: April 7, 2011
Board Approved: June 23, 2011

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AUHSD VISION

To produce students who can be successful in the pursuit of higher education and in the workplace, AUHSD must continue to make technology integral to teaching, learning, assessing, and managing data. The long-range technology goal for AUHSD is to develop technology programs that provide opportunities for students to become superior, highly motivated, and self-directed learners. Students need to be critical thinkers, effective communicators, and technologically-literate citizens.

Annual technology planning activities and budget decisions will reflect our long-range strategic focus. To the greatest extent possible, priorities and decisions are made with an eye to the future and with an understanding that technology is only one component in achieving the AUHSD vision for our students.

Five Strategic Goals have been established to guide the ongoing processes of strategic planning for technology.

2011-14 STRATEGIC GOALS

Through effective use of technology we will:

1. Improve student learning and performance,
2. Increase effectiveness and efficiency of instruction,
3. Create equal access to technology for all students,
4. Increase parent and community awareness and involvement in educational processes, and
5. Enhance district and site operations to support classroom instruction and management.

As the State of California has determined requirements for district technology plans,

Our Curriculum and Instruction Goals are:

1. To provide technology to staff and students that will support student achievement of essential standard, instruction, assessment and includes mastery of 21st Century Literacy Skills.
2. To make provisions for all AUHSD students to graduate college and career ready, equipped with 21st Century skills.
3. To make provisions for all AUHSD students to understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.
4. To make provisions for all AUHSD students to understand Internet safety, including how to protect online privacy and avoid online predators.
5. To make provisions for all AUHSD students to have equitable access to technology.
6. To make provisions for all AUHSD teachers to use technology to develop district-wide curricula that is aligned to California core content standards, to develop benchmark exams, and to develop end-of-course exams to assess student learning and inform instructional practices.

7. To set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.

Our Professional Development Goals are:

1. To provide technology to staff and students that will support student achievement across all essential content standards, instruction, assessment and includes mastery of 21st Century Literacy Skills.
2. To make provisions for all AUHSD students to demonstrate mastery of National Education Technology Standards skills to prepare them for careers or post-secondary pursuits equipped with 21st Century Skills.
3. To make provisions for all AUHSD staff to understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.
4. To make provisions for all AUHSD teachers to understand Internet safety, including how to protect online privacy and avoid online predators.
5. To make provisions for all AUHSD students to have equitable access to technology.
6. To make provisions for all AUHSD teachers to use technology to develop district-wide curricula that is aligned to California core content standards, to develop benchmark exams, and to develop end-of-course exams to assess student learning and inform instructional practices.
7. To set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.

Our Infrastructure, Hardware, Technical Support and Software Goals are:

1. To provide infrastructure to attain curriculum and professional development goals/objectives.
2. To provide hardware to attain curriculum and professional development goals/objectives.
3. To provide software and learning resources to attain curriculum and professional development goals/objectives.

Plan Duration *(EETT Rubric 1)*

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)

This three year technology plan (7/1/2011 – 6/30/2014) is presented to meet the curricular goals in this document through the implementation of programs, professional development and technology.

Description of Stakeholders *(EETT Rubric 2)*

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

Special thanks to the following members of the 2010/2011 Technology Action Group strategic planning committee for providing input into this plan revision.

COMMITTEE MEMBERS

2010-2011 Student Leadership Team

Paola Gonzalez	Student Board Representative – Loara High School
Damin Parrk	Student Ambassador – Cypress High School
Joshua Thomas	Student Ambassador – Loara High School
Harvey Higger	Student Ambassador – Oxford Academy
Teng Lai Yin	Student Ambassador – Western High School
Eduardo Munoz	Student Ambassador – Savanna High School
Kevin Anaya	Student Ambassador – Anaheim High School
Jasmine Kim	Student Ambassador – Kennedy High School
Katherine Gutierrez	Student Ambassador – Katella High School
Carlos Leon	Student Ambassador – Magnolia High School

Parents

Willie Dumas	Parent
Hector Saldivar	Parent

Community Nonprofit

Cindy Mendoza	President – Anaheim PTSA

Business

John Isaacs	Hewlett Packard
Howard Brooke	Sehi Computer Products

District Administration

Dr. Fred Navarro	Assistant Superintendent, Education
Lynn West	Principal, Adult Education
Dr. Diane Donnelly	Principal, Innovative Programs
Cheryl Q. Jones	Coordinator – English Learner Program
Michael Matsuda	Coordinator – Professional Development
Dr. Rick Martens	Program Administrator – Safe Schools

Information Systems

Erik Greenwood	Director – Information Systems
Hector Saldivar	Network Analyst
Bradley Watrous	School Site Technology Technician

School Site Representatives

Dr. Bruce Armstrong	Teacher - Adult Education
Renee Citlau	Teacher – Cypress High School
Kathie Maier	Library Teacher – Gilbert High School
Douglas Maclear	Assistant Principal – Anaheim High School
Dennis Nelson	Teacher – Savanna High School
Lynn West	Principal – Adult Education
Dr. Kevin Astor	Principal – Orangeview Junior High School

TECHNOLOGY STRATEGIC PLANNING PROCESS *(EETT Rubric 2)*

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 and 2008 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 the group has undertaken 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. Examining the work of other AUHSD strategic action groups and technology committees with AUHSD.

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

There are 22 school sites in the district including eight junior high schools, eight high schools, one magnet school for grades 7 through 12, three alternative schools, and an adult education program. All administrators, teachers, and instructional support personnel have email accounts. All classrooms have one or more network connected computers and a telephone. The overall student to computer ratio is 3.55:1. School sites use more than 1,700 laptops. All school sites have at least one computer lab.

Fifteen school sites have one or more rolling laptop carts. Every school site and most classrooms have Internet access, projectors, document cameras, and printers. School libraries have computers available for students to access school collections, the Internet, and electronic resources. School computers are available to students before school, during lunch, and after school. Public access exists through specific school site parent centers, the adult education center, 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 engaging 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.

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

Teachers use technology such as Zangle, Teleparent, Naviance and Data Director to document student academic progress, design instruction, provide supplementary instruction, develop assessments (e.g. teacher tests, benchmarks, common assessments), review student assessment data, collaborate with other educators, and communicate with parents regarding student learning and progress in school. Students use technology to do basic word processing, complete assignments, conduct research, learn, and practice skills taught in class. Examples of technology used in these ways include the availability of computers for word processing and web-based resource materials such as encyclopedias on-line and Read 180, which is used to improve reading skills. In the case of students with special learning needs, technology is used to make instruction more accessible (e.g. laptops, headsets, translators, SOLO). The SOLO program has been installed at all school sites, with 20 licenses available per site. This program allows special education students to obtain extra support for reading and writing within the general education or special education classroom. Specific students, as determined by their IEP, also have Assistive Technology devices (e.g., AlphaSmart, laptops, printreaders, etc.) to support their learning in all of their classes, as well as at home. Many special education Special Day Classes are using Solo,

Read 180, FastMath, and Accelerated Math as intensive interventions for reading and math deficits.

Technology is used to support English Language Learner (ELD) instruction in several ways. ELD teachers use Data Director for benchmark assessments and information gathering/analysis, various district-developed programs and reports for reclassification, movement through the program analysis, and data dissemination (Zangle-based ELD reports, for example), presentation technology, such as LCD projectors, document cameras, and "smart boards", Microsoft programs, such as Word, Excel, and PowerPoint for various classroom applications, quizdom/response-oriented technology to support student involvement and progress monitoring. ELD students use Microsoft Word, Excel, and PowerPoint for projects and presentations, "Rosetta Stone" programs for language acquisition, Accelerated Reader and Accelerated Math for content acquisition, Quizdom/response-oriented technology for student involvement and progress monitoring, and CDs/listening posts for listening/reading activities. ELD parents receive "TeleParent" home communication technology to support parent communication and involvement, "Talk Systems, Inc" individual translation units that allow for simultaneous and consecutive translation at parent events in multiple languages, and district and school web sites, with some translation capability (in construction).

Data Director is used at multiple levels to support student learning. Teachers use Data Director to monitor individual student progress, assess the effectiveness of instructional units, and reflect on the organization and pacing of the curriculum as a whole. Teachers use Data Director to view profiles on individual students to develop plans to support individual student needs. The profile includes the student's course enrollment, grade history, test results, and other relevant information, such as the student's language fluency or other special needs. Teams of teachers also develop common assessments to measure student learning of the curriculum. Teacher teams then collaborate on the results of the common assessments, along with their instructional methodology, to improve student learning outcomes. Teachers use this information to re-teach concepts to the whole class or to target interventions for specific students. Teachers also use Data Director reports during the annual school planning process to reflect on the pacing of their instructional programs and whether particular curricular units need more instructional time or supplemental instructional materials.

Both site and district level administrators use Data Director reports to monitor the implementation and effectiveness of instructional program. This assures that all students, at all schools sites have access to rigorous instructional programs. It also identifies areas of weakness within the curriculum and areas where professional development may be needed.

All students have access to an online learning environment through the teacher-developed and implemented AUHSD eLearning online program. Students take an online course as part of his or her regular school schedule. The virtual teachers teach one or more online courses as his or her regular teaching schedule. Each virtual course has students from each of the high schools enrolled. Students across the district interact through online activities and discussion forums.

The online program utilizes Haiku, a learning management system, which provides access to a secure email system and extensive file storage capability, allowing them to communicate and collaborate easily and effectively.

Independent Learning Centers are being developed on each high school campus to retrieve and retain students who have dropped out of school and for students who are at risk of dropping out of school. 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 will access course curriculum through Apex Learning, an online curriculum provider. Outreach teachers will monitor student progress through the Apex software. Besides the Apex courses, students will have instructional support in math through the math software, ALEXs, and writing support through MyAccess. Learning Center students will also utilize the software programs, Naviance and Kuder, to explore potential career options and post-secondary schooling options for the career of his or her choice.

An online learning environment exists in the format of digital lockers where students, teachers, and administrators all have access to a secure email system and extensive file storage capability, allowing them to communicate and collaborate easily and effectively.

The standard software on all computers include Windows, Microsoft Office, Zangle, and Data Director. Schools access additional software resources such as those recommended from California Learning Resources, ALEK's, Naviance, Accelerated Math, Inside, Edge, and Read 180. Anaheim Union High School District utilizes approximately 35 distinct software titles and versions to support student learning.

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

Each school site has a *Single Plan for Student Achievement* that follows the federal guidelines of *No Child Left Behind* and the state guidelines for the *Single Plan for Student Achievement*. The plan is updated annually, a thorough a needs assessment, which reflects the analysis of disaggregaged academic data for all significant subgroups. Student, parent, and staff surveys, along with other sources of information, such as attendance and suspension rates, are also analyzed annually. Other documents, that are a seamless extension of each school's SPSA and reflect the districts curricular goals, are each high school's WASC reports and the district's corrective action plan. Each plan is written with measurable objectives for continual improvement of students' proficiencies with state content standards as they are measured by the STAR CSTs and the CAHSEE. Technology plays a critical role in assisting school sites to meet *Single Plan for Student Achievement* goals. For example, *Single Plans for Student Achievement* that are reflective of technology use include: using data analysis to identify intervention classes; purchasing computer software to assist the learning of English Language Learners, special education students, and students with deficiencies in reading and mathematics; and using technology to enhance instruction (e.g. PowerPoint presentations, smart boards, FastMath, epath,

airliners, classroom access to textbooks online, LCD projectors, document cameras, Geometry Sketch pad, Derive program for higher level math, associated hardware for new textbooks, etc.), and to assess student learning (e.g. student response systems, server access to standards instruction and benchmarks, benchmark scanner, etc.).

Not only are teachers and other school staff expected to demonstrate proficiencies with technology use as it relates to teaching and learning, but AUHSD also has in place curricular requirements designed to ensure all graduates have technology use literacy reflective of 21st Century learning and working environments. NCLB requires all students be "technolocially-literate" by the end of their eighth grade year. To accomplish this, each student is provided the opportunity to utilize technology not only through a seventh grade computer course, but across the core content areas, both in junior high school and high school. A number of teachers have been INTEL trained, and the district is making the effort to provide all teachers with the INTEL training. The Intel Teach to the Future Program is part of the Intel Education Initiative, a sustained commitment to prepare students with the 21st century skills they need to thrive in the knowledge economy. It is free software which uses a wide variety of Microsoft Office applications and other commonly available WEB 2.0 tools to assist teachers with their lesson designing to assist students in higher-order-thinking activities and inquiry using technology. The Intel Education Initiative is supported by and aligned to the ISTE's NETS-S. A multi-year plan is being developed to provide Intel Essentials and Intel Elements training to all teachers. A number of teachers received Intel training either during their teacher prep program or during their first few years of teaching under the BTSA support provider workshops. These teachers along with recently Intel certified business teachers on each junior high school campus will form a focus team to develop a specific professional development plan to provide the necessary training.

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 technology to staff and students that will support student achievement of essential standards; instruction, assessment and includes mastery of 21st Century Literacy Skills.

Objective One: By June 30, 2014

All students will complete and showcase cross-curricular technology projects that integrate essential core content standards, 21st Century Literacy and Academic Literacy Skills that develop higher order cognitive skills.

Benchmark:

By June 30, 2012

- Criteria for successful cross-curricular student projects will be planned and delineated by content area teachers.
- Exemplary lesson plans that integrate technology that align with the California English Language Arts content standards, 21st Century Literacy and Academic Literacy Skills, and reflect best practices, will be available on the teacher portal.
- All students in English classes will complete at least one technology-infused research report reflecting National Education Technology Standards.
- The Career Technology Education Advisory Board will plan and develop CTE pathways that align with 21st Century Literacy and Academic Literacy Skills.

By June 30, 2013

- All 9th grade students will complete at least one cross-curricular project link English Language Arts and Business and Technology class utilizing technology resources reflecting National Education Technology Standards.
- The best practices web space will be populated with lesson plans representing projects from every site.
- Career Pathways will be clearly defined, aligned to 21st Century Literacy and Academic Skills, and implemented throughout the high school campuses.
- Students and teachers will implement appropriate technologies for teacher and student collaboration (blogs and Wikis)
- A collaborative space for teachers will be created for teachers to share technology projects and resources in their content area.

By June 30, 2014

- All students will complete and showcase cross-curricular technology projects that integrate essential core content standards, 21st Century Literacy and Academic Literacy Skills that develop higher order cognitive skills.

Implementation

What	Who	When	Measurement	Target Audience
Develop cross-curricular projects with 21st Century Literacy and Academic Literacy Skills focus	Content area teachers Coordinator of Quality Teacher Program Education Division	Summer 2012 Summer 2013 Summer 2014	• Sign in sheets • ERO transcripts • Teacher Unit plans • Samples of student work	Content-area teachers

Implementation				
What	**Who**	**When**	**Measurement**	**Target Audience**
Research emerging technologies and choose acceptable technologies for student and teacher use	Director of Information Systems Coordinator of Quality Teacher Program Intel trainers	Ongoing	• List of blogs and wikis and their appropriateness in the classroom • Acceptable blogs and wikis for classroom list	Students and content area teachers
Develop teachers' collaborative site	Intel trainers	June 2012	• Collaborative site • Teacher discussions • Discussions and sharing of projects	New teachers and content area teachers
Develop rubric for successful projects	Content area teachers Coordinator of Quality Teacher Program Education Division	June 2012	• Intel rubric	Core content teachers
Evaluation and selection of exemplary lesson plans	Team	June 2012	• Evaluations • Exemplary lessons on teacher portal	Core content teachers
Create technology infused lesson	Students	June 2014	• Student work	Students

(EETT Rubric – 3d continued)

Strategic Goal # 1 of 7: AUHSD will provide technology to staff and students that will support student achievement of essential standards; instruction, assessment and includes mastery of 21st Century Literacy Skills.

Objective Two: By June 30, 2014

All students will have the opportunity to participate in an online course that enhances student learning or credit recovery by requiring completion of research-based instructional strategies that incorporates higher level thinking skills and 21st Century Literacy skills.

Benchmark:

By June 30, 2012
- In addition to existing online courses, fully implement English III, world history, algebra I-credit recovery, AP psychology, economics, and algebra II/trigonomy using the Haiku learning management system.
- Provide release time for teachers to share and discuss effectiveness of their class and make changes.
- Align all online courses with UC and NCAA criteria.

By June 30, 2013
- Develop an asynchronize version of each course to assist with credit recovery needs of students.
- Receive online provider status approval from the UC College Board.
- Develop an online Financial Algebra II course to satisfy 3rd year math requirement using the Haiku learning management system.

By June 30, 2014
- Develop implementation plan for full-time AUHSD eLearning virtual school leveraging the Haiku learning management system.

Implementation

What	Who	When	Measurement	Target Audience
Online Curriculum development	Virtual Team	On-going	• Curriculum • Student Work	Teachers/Administrators
Align all online courses with UC and NCAA criteria	Virtual Team	June 2012	• UC approval • NCAA approval	Counselors and Virtual students
Curriculum development for asynchronized course offerings	Virtual Team	June 2013	• Course outlines	Virtual Teachers and students
Launch azynchronized offerings, and inform students and community	Virtual Team	September 2013	• Increased offerings and enrollment	Counselors/Teachers/ Students
Curriculum Development for Financial Algebra II course	Virtual teachers Math Curriculum Specialists	June 2013	• Course Outline	Students
Strategic plan for implementation of a full-time virtual school	Virtual Team Education Division	June 2014	• Business plan • HR plan • Education plan	Virtual students Virtual teachers

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 college and career ready, equipped with 21st Century skills.

Objective One: By June 30, 2014

All students will demonstrate proficiency in using a variety of media formats , information literacy skills, and financial literacy skills emphasized across numerous career pathways.

Benchmark:

By June 30, 2012

- Core curriculum courses will be modified to include all required elements of information literacy (NETS).
- Curriculum in the 9th grade Business Systems & Technology (BST) course will be modified to incorporate the web-based program, Ever-fi, to assist students in being certified financially- literate.
- 20% of business and core teachers will be INTEL trained and develop lessons enriched with utilization of technology for teaching and learning.

By June 30, 2013

- 50% of students will demonstrate proficiency in using a variety of media and formats to communicate information and ideas to multiple audiences, using technology to locate, evaluate, and collect information from a variety of sources, and using technology tools to enhance learning, increase productivity, and to promote creativity across all content areas.
- Seventy-five percent of all BST students will be certified financially-literate.
- 50% of business and core teachers will be INTEL trained and develop lessons enriched with utilization of technology for teaching and learning.

By June 30, 2014

- All students will demonstrate proficiency in using a variety of media and formats, and master information literacy skills.
- All students will be certified financially-literate.
- 75% of business and core teachers will be INTEL trained and develop lessons enriched with utilization of technology for teaching and learning.

Implementation

What	Who	When	Measurement	Target Audience
Modify Business Technology curricula to align with NETS	Business teachers	June 2012	• Course outline	Teachers Administrators
Align web-based Ever-Fi financial literacy standards to BST course	Business teachers	Ju ne 2012	• Course outline • Percent of students certified financially-literate	Teachers and students
Develop information literacy units for core content classes	CTE teachers Core content teachers	June 2013	• Lesson plans	Teachers and students
Provide INTEL training for business and core content teachers	CTE teachers Core content teachers	June 2011-14	• Sign in sheets • Lesson plans	Teachers

Develop cross-curricular content lesson plans infused with media rich lesson plans emphasizing information literacy skills	CTE teachers Core conte nt teachers	June 2014	• Lesson plans	Teachers and students

(EETT Rubric – 3e continued)

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

Objective Two: By June 30, 2013

Students will develop college and career readiness through cross-curricular application of technology skills, information skills, and communication skills.

Benchmark:

By June 30, 2011,

- Core area teachers and library staff will plan joint research projects that align content area standards with 21st Century Literacy and Academic Literacy skills, and American Library Association (ALA) standards.
- Criteria rubrics for successful student projects will be delineated through an information literacy model.
- Exemplary lesson plans that integrate information literacy skills that align with the California content standards, and reflect best practices, will be developed.
- Core content teachers will align core standards with 21st Century skills implemented in career pathway courses.
- All students will be provided an opportunity to utilize Naviance to develop a Four-Year Plan highlighting career preparation goals.

By June 30, 2012,

- All students in science or social science will complete at least one technology-infused research report that requires following an information literacy skills model.
- The best practices web space will be populated with lesson plans representing projects from every site.
- Core content teachers and Career Technical Education (CTE) teachers will collaborate on cross-curriular projects highlighting CTE standards in specific career pathways.

By June 30, 2013,

- All students will complete a potential career research project that requires utilization of an information literacy skills, technology skills, and demonstrates the ability to work independently.
- Best projects will be showcased on the district's teacher portal.

Implementation

What	Who	When	Measurement	Target Audience
Align ALA standards, 21st Century Literacy and Academic Skills.	Content area teachers Library teachers	June 2011	• Student projects • Exemplary lessons on teacher portal	Content area teachers Library teachers
Develop rubric for successful projects.	Content area teachers Library teachers	June 2011	• Intel Rubric	Content area teachers
Create technology infused lessons aligned with standards and best-practices.	Content area teachers Library teachers	June 2011	• Student work	Students
Evaluation and selection of exemplary lesson plans	Content area teachers	June 2012	• Evaluations • Exemplary lessons on teacher portal	Content area teachers

Align core standards with CTE standards across career pathways.	CTE teachers Core content teachers	June 2010 through June 2013	• Cross-walk matrix of core and CTE standards	Teachers
Utilize NAVIANCE to develop career goals through a Four-Year Plan.	Counselors Students	June 2010 - 2012	• Four-Year Plan	Counselors Students
Develop cross-curricular projects highlighting career preparation.	CTE teachers Core content teachers	June 2011-2013	• Lesson Plans	Teachers/Students
Infuse information literacy skills model into research project protocol.	Content area teachers Library teachers	June 2013	• Student projects • Exemplary lessons on teacher portal	Content area teachers Library teachers
Display student work on the District's teacher portal	Information System Business teachers Technology teachers	June 2013	• Exemplary lessons on teacher portal	Teachers/Students/ Community

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 will understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.

Objective One: By June 30, 2014

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, and Business Technology and English classes will include a unit expanding on the uses of copyright and fair use, plagiarism, social networking and peer-to-peer file sharing.

Benchmark:

By June 30, 2012

- Business Technology and English units will be completed for use by teachers; student handbook will be updated with current expectations and consequences for violations of technology use processes, and the acceptable use policy will be highlighted on the district web site.

By June 30, 2013

- Updated Business Technology and English units will be implemented; student handbook will be updated with current expectations and consequences for violations of technology use processes, and the acceptable use policy will be highlighted on the district web site.

By June 30, 2014

- 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, and Business Technology and English classes will include a unit expanding on the uses of copyright and fair use, plagiarism, social networking and peer-to-peer file sharing.

Implementation

What	Who	When	Measurement	Target Audience
Updated Business Technology and English units	Business and English Department teachers	June 2011 through June 2014	• Completed units	Teachers
Updated Student handbook	Business and English Department teachers Education Division Information Services Department	On-going	• Student handbook	Parents and students
Acceptable use policy will be highlighted on the district web site	Information Services Department	On-going	• District Web site	Parents and students
Updated acceptable use policy	Business and English Department teachers Education Division Information Services Department	Annual revisions as needed	• Updated acceptable use policy	Parents, students, and teachers

Business Technology and English unit expanding on the uses of copyright and fair use, plagiarism, social networking and peer-to-peer file sharing	Business and English Department teachers	On-going	• Unit • Lesson plans • Student work	Teachers Students

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 how to protect online privacy and avoid online predators.

Objective One: By June 30, 2014

All students in the 9th grade Business Technology class will complete a unit on Internet safety that includes how to protect online privacy and avoid online predators.

Benchmark:

By June 30, 2012
- Business Technology units on Internet use will be planned and completed by teachers.

By June 30, 2013
- Updated Business Technology Internet Safety units will be implemented.

By June 30, 2014
- All students in Business and Technology classes will complete a unit on Internet safety and results will be analyzed and monitored by the district Business department.

Implementation

What	Who	When	Measurement	Target Audience
Acceptable use policy will be highlighted on the district web site	District Information Services Department	On-going	• District Web site	Parents and students
Plan and complete Business Technology units on Internet use	Business teachers Technology teachers	June 2012	• Completed units	Teachers
Develop units on Internet safety.	Business teachers Technology teachers	June 2012	• Unit • Lesson plans	Teachers
Integrate Internet use and safety into Business Technology curriculum	Business teachers Technology teachers	2012 – 2014	• Unit • Lesson plans • Student work	Students

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.

Objective One: By June 30, 2014

The district will expand the availability of technology to students during and outside of the normal school day. Students will use their technology skills to enrich their academic program, improve their presentation of information and ideas, and prepare themselves for careers in their areas of interest.

Benchmark:

By June 30, 2012
- All schools will have at least one Library Research Centers, and general use lab.
- All students will have increased opportunities to enroll in AUHSD eLearning courses as part of their regular school schedule.

By June 30, 2013
- 100% of schools will have at least one lab and or Library Research Center opened from 7:00am to 4:00pm
- All high schools will provide all students with an opportunity to enroll in an AUHSD eLearning courses as part of their regular school schedule.

By June 30, 2014
- 100% of schools will have at least one lab and or Library Research Center opened from 7:00am to 7:00pm
- All students will enroll in an AUHSD eLearning course as part of their graduation requirement.

Implementation

What	Who	When	Measurement	Target Audience
Improve Student access to technology	Information Systems Education Division	On-going	• Aggregate student network account via network audit logs. • Learning Centers, Library Research Centers, and tutorial labs operating hours	All Students
Alignment of computer and business career pathways with CTE standards and core content standards	Education Division Business teachers Technology teachers	On-going	• New Business Technology curriculum	Teachers Students
Revision of Business Technology curriculum to focus on project-based skills	Education Division Business teachers Technology teachers	On-going	• New Busines Technology curriculum	Teachers Students
Provide Internet access for creative purposes to students	Information Systems	On-going	• Student work	Students
Provide all students an opportunity to enroll in an AUHSD eLearning course	Counselors AP in charge of master schedule	On-going	• eLearning enrollment #'s by course and school	Students
Develop plan to include online course as a graduation requirement	Education Division Counselors	June 2013	• Online plan • Graduation Requirements	Students All Stakeholders

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 develop district-wide curricula that is aligned to California core content standards; to develop benchmark exams; and to develop end-of-course exams to assess student learning and inform instructional practices.

Objective One: By June 30, 2014

Technology will be used by teachers to fully implement district-wide pacing guides, benchmarks and end-of-course assessments in core content areas.

Benchmark:

By June 30, 2012

- All core content area teachers will use web based technology and data analysis programs such as Data Director to develop a clear understanding of the essential standards of what all students should learn and know.
- Core content area teachers will begin collaborations that will facilitate the use of technology to develop pacing guides, benchmarks, and common assessments.
- Core content area teachers will begin collaboration to determine what should happen when students do not proficiently learn standards.
- Junior high business and science teachers will train in, develop, and implement INTEL lessons, including rubrics for project-based assessments.

By June 30, 2013

- Pacing guides will be posted on AUHSD web site for grades 7-11 language arts and mathematics courses.
- Data Director or a similar program will be used to fully implement benchmarks and end of course exams for language arts and mathematics.
- All INTEL trained teachers on each campus will develop a cross-curricular professional development plan to infuse INTEL lesson design, including rubrics for project-based assessements.

By June 30, 2014

- District-wide pacing guides will be posted on AUHSD web site for grades 7-11 science and social science courses.
- Data Director or a similar program will be used to fully implement benchmarks and end of course exams for science and social science courses.
- All core content teachers and business teachers will untilize INTEL lesson design strategies to assist with formative and summative assessments.

Implementation

What	Who	When	Measurement	Target Audience
Use of technology to develop core content area pacing guides, benchmarks, and end of course exams	Students Teachers School administrators District administrators	June 2014	• Teacher utilization data from Data Director • Summary reports of teacher utilization of Data Director • List of test answer documents generated via the use of Data Director	Teachers Students

Provide INTEL training for lesson design and assessment strategies	Business Teachers Science Teachers	June 2012-13	• Lesson Plans • Assessments	Teachers Students
Develop a professional development plan per site for INTEL training for all core content teachers	INTEL trained staff Administration	June 2013	• PD Plan • Sign in Sheets	Teachers
Provide INTEL training for lesson design and assessment strategies	Core Content Teachers	June 2012-14	• Lesson Plans • Assessments	Teachers Students
Establish regular collaboration opportunities for teachers to analyze and discuss data obtained from Data Director	Education Division Principals Teacher leaders	On-going	• Meeting agendas and notes	Teachers
Establish regular collaboration opportunities for teachers to develop strategies for students who are not proficient	Education Division Principals Teacher leaders	On-going	• Meeting agendas and notes	Teachers
Post pacing guides on AUHSD web site.	Information Systems	June 2012	• District web site	Teachers Students Community

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 set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.

Objective One: By June 30, 2014

The district will have technology in place which will promote two-way (school-to-home and home-to-school) communication about school programs and students' progress.

Benchmark:

By June 30, 2012
- School sites will have established and utilized opportunities for parents to receive training that will allow them to effectively view their student(s) academic progress and attendance in school using the new web-based parent portal.
- 30% of AUHSD families accessing Zangle portal and or receiving electronic notifications.

By June 30, 2013
- Increased two-way communication about school programs and students' progress will be demonstrated by increases in parent responses to school communication and documentation of parent monitoring of student academic progress (e.g. Number of parent visits to school sponsored web sites that allow parents to view class assignments and grades for specific courses).
- 40% of AUHSD families accessing Zangle portal and or receiving electronic notifications.

By June 30, 2014
- 50% of AUHSD families accessing Zangle portal and or receiving electronic notifications.

Implementation

What	Who	When	Measurement	Target Audience
Develop school self-study parent surveys to allow parents to provide feedback regarding communication with school officials	Site self-study coordinator Site leadership team Site administrators District administrators Parents	June 2012 through June 2014	• Review of Information System call center data • Summary of parent portal activity data • Parent survey summary data	Parents Teachers Counselors Administrators Other school officials
Implement training opportunities for parents to view students' academic progress electronically via Zangle Parent Portal	Information System Site administrators	June 2012 through June 2014	• Training schedules and agendas • Sign-in sheets • Summary of parent portal activity data	Parents
Increased two-way communication between parent and school regarding student progress	Teachers Counselors Administrators Other school officials	June 2012 through June 2014	• Electronic summaries of scheduled meetings and telephone conversations	Parents Students

(EETT Rubric – 3j continued)

Strategic Goal # 7 of 7: AUHSD will set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.

Objective Two: By June 30, 2014

The district expand technology resources for parents to build strong, comprehensive parent involvement, and assist parents to become active partners in improving student learning at all grade levels in a variety of roles.

Benchmark:

By June 30, 2012
- 25% of AUHSD teachers use the TeleParent system for parent communication
- 15% of student body will have email communications sent to one or more parents
- 20% of student body will have a Sharepoint Parent Survey response from one or more parents

By June 30, 2013
- 35% of AUHSD teachers use the TeleParent system for parent communication
- 25% of student body will have email communications sent to one or more parents
- 35% of student body will have a Sharepoint Parent Survey response from one or more parents

By June 30, 2014
- 50% of AUHSD teachers use the TeleParent system for parent communication
- 35% of student body will have email communications sent to one or more parents
- 50% of student body will have a Sharepoint Parent Survey response from one or more parents

Implementation

What	Who	When	Measurement	Target Audience
Use of school self-study parent surveys to determine whether technology has been effectively used to increase communication between parents and school.	Site self-study coordinator Site leadership team Site administration District administration	June 2012 through June 2014	• Summary reports of individual classroom calls • Summary reports of site broadcast calls	Parents Teachers Counselors Administrators Other school officials
Train teachers on use of TeleParent	Education Services Information System	June 2012 through June 2014	• Teleparent usage statistics	Teachers
Monitor use of Teleparent	Information System	June 2012 through June 2014	• Documentation of frequency and nature of communication	Information System Administrators
Increased parent involvement	School leadhership TeleParent Steering Committee	June 2012 through June 2014	• Documentation of parent meetings • Documentation of parent participation in school committees and activities	Parents Students

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 implementation section of each respective curriculum benchmark. In addition, ad hoc reporting will occur as benchmarks are met and as implementation steps are completed. 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 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.***

Since 2004, the district has actively supported the Intel Teach to the Future Essentials Program through the BTSA (Beginning Teacher and Support and Assessment) and through an E2T2 Grant. The goal of the Intel Teach Essentials Course is to help classroom teachers develop student-centered learning through technology integration and project-based approaches. The training consists of 32 hours of hands-on instruction to be delivered via eight curricular modules. Through those modules, teachers develop a standards-based curricular unit that promotes 21st century skills, specifically encouraging student self-direction and higher-order thinking through problem-solving, collaboration, and the use of productivity strategies and tools. In Intel Teach Essentials Course, teachers learn to use the power of computer technology to spark student imagination and ultimately move students toward greater learning. Teachers reflect on questions about how their students can best use computers to enhance learning. Throughout the course and specifically in the showcase, teachers work to answer the Essential Question of the course: How can technology be used most effectively to support and assess student learning? Between 2004 and 2008, nearly 400 new and veteran teachers received Intel training. With the implementation of the Intel Teach to the Future Essentials instructional design model, aligned to rigorous training in all core content academic standards, classroom technology practices support student learning across disciplines. Content appropriate electronic resources and learning opportunities have been identified and made available to all teachers to support content standards and individual needs. English Language Learner and Adaptive Technology specialists are involved as part of the process to provide for specialized and adaptive technology needs of students. Due to budget cuts however, since about 2008, the BTSA program has not required Intel training for beginning teachers.

Fortunately, through a separate grant (Collaborative for Excellence in middle School Science), the district has supported the Intel initiative through the science departments and in the summer of 2010 trained about 50 teachers in the Intel Elements Training which is more advanced than the Essentials training. Aditionally, the district trained eight business department chairs who will train and support their respective peers in the business departments.

Since about 2006, results from the Ed Tech Profile Survey indicate an increasing level of technology proficiency of district teachers. Recent needs assessment survey reports that 98 percent of certified teachers and paraprofessionals have varying degrees of confidence in using technology to support and enhance classroom instruction.

With respect to site administrators, 93 percent completed the Ed Tech profile in 2006 and results since have shown that administrators' proficiency level to be at or above proficient with

strengths in word processing, general computer knowledge and skills, and Internet research abilities. Adminsitrators will help to create a workspace for teachers to share best practices in cross-curricular and content area projects that include higher-order thinking skills, 21st Century Skills, National Education Standards, and California content area standards.

In 2010/2011, the district will develop a "virtual" Teaching and Learning Academy (in collaboration with University of California, Irvine) which will launch in October. The initial training module focusing on training administrators and teacher leaders in classroom observation and coaching through the lens of the California Standards for the Teaching Profession (CSTP) will be comprised of four one hour webinars followed by asynchronous "Moodle" online discussion cohorts. The AUHSD will develop other technology based professional development training including a series of modules supporting Sheltered Instruction, Classroom Management, and Common Core Standards and Assessments. UCI's involvement stems from their request to develop training modules for Master Teachers and teacher leaders. These seminars will be available to all districts in Orange County. AUHSD along with Capistrano Valley USD and Santa Ana USD are lead partners in this unique project that utilizes technology to make professional development accessible and affordable to a wide array of end users.

Finally, with California's support of the new Common Core Standards, the district believes more training and awareness on performance assessments through Intel and other professional development is vital to stay out in front of the new standards and assessments which are expected to be implemented statewide in 2013/2014.

The professional development designed to meet the expectations, i.e. curriculum and online delivery through the AUHSD eLearning Program described in Section 3, began in the Spring 2010 and continues throughout 2010/2011. A week-long training for 10 eLearning teachers, led by Reneee Citlau, the district on-line learning expert has conducted follow-up training throughout the summer and the team continues to meet once a month. A co-hort of core content teachers were trained through a collaborative with Cypress College in the spring of 2010 to integrate CTE standards into curriculum. This group of about 30 teachers met five days throughout the spring to develop integrated CTE lessons. This effort was funded through a CTE Pathways grant obtained through Cypress College. The district is awaiting additional monies and support from Cypress College which has applied for a follow-up and expansion grant. All sites have capacity for integration of district benchmarks/pacing guides in Math/English through Data Director. There is therefore no need for additional training at this time.

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 technology to staff and students that will support student achievement of essential standards; instruction, assessment and includes mastery of 21st Century Literacy Skills.

Objective One: By June 30, 2014

All targeted teachers will be trained to develop technology projects that integrate essential core content standards based on the Intel rubric, 21st Century Literacy, and Academic Literacy Skills that develop higher-order cognitive skills.

Benchmark:

By June 30, 2012

- Administrators, content-area teachers, and Intel trainers will review best practices in curricular projects, performance assessment and develop criteria for implementation.
- Develop plan to recruit at least one teacher from each site in each content-area to participate in Intel Essentials workshop (best practices in project-based learning that incorporates higher-order thinking skills, 21st Century Literacy Skills, content standards, Information Literacy, and National Education Technology Standards).
- Develop a virtual "Teaching and Learning Academy" in 2010/2011. Initial training will support administrators and teacher leaders in observation and coaching teachers in formative assessment in the classroom.
- Develop a team of 10 teachers that have participated in the Intel Essentials workshop and consequently familiar with using emerging technologies (i.e. blogs and Wikis) for student work and teacher collaboration to review the tools, report on the advantages and disadvantages of the tools, and recommend which tools would be appropriate for teacher collaboration and for student work.
- The Career Technology Education Advisory Board will continue to develop and monitor CTE pathways aligned with 21st Century Literacy and incorporate Academic Literacy Skills.

By June 30, 2013

- 50 % of all content-area teachers trained in the Intel Essentials course where they will create collaborative projects that promote 21st century skills and incorporate emerging technologies. Projects will be shared on the collaborative space for teachers so that other content area teachers can incorporate projects into their curriculum.
- Two four-hour workshops for previously trained Intel teachers to analyze student work from their technology projects and compare their projects to best practices criteria. Teachers will plan and revise projects based upon the analysis.
- Have all science and business teachers trained and meeting to review, plan, and revise curricular projects based on student work and a comparison to the best practices criteria.
- During the 2010/2011 school year, all students will complete and showcase cross-curricular projects that integrate essential core content standards, 21st Century Skills, Academic Literacy skills, and develop higher order thinking skills.
- A collaborative space for teachers will be created for teachers to share cross-curricular and content area technology projects

By June 30, 2014

- 60% of content-area teachers trained in Intel's *Essentials* Course. Teachers develop projects based on state content standards that incorporate 21st Century Skills and develop higher-order thinking skills through technology integration and project-based approaches. Teachers also use emerging technologies to facilitate collaboration, teaching, and learning. Projects will be shared on the collaborative space for teachers.
- With California's support of the new Common Core Standards, the district believes more emphasis on performance assessment through Intel and other professional development is vital to stay out in front of the new standards and assessmeents. We therefore expect to be training more teachers and administrators utililizing the Intel (or another) professional development which integrates technology with performance assessments.

Implementation				
What	**Who**	**When**	**Measurement**	**Target Audience**
Develop criteria for best practices in cross-curricular projects	Intel trainers Administrators	June 2012	• Best practices criteria for projects • Intel curriculum has research-based criteria for projects that incorporate higher-level thinking skills, 21st Century Skills, technology, content standards, and information literacy.	Content area teachers
Recruit and train teachers through science grant-Intel Elements	CSUF trainers/ Science teachers	Summer 2012	• Recruiting plan • Fliers • Signup sheets	Science teachers
Train business department teachers in Intel Elements	Intel trainers	Summer 2012 Summer 2013	• Sign in sheets • Teacher Unit plans based on best practices criteria • Samples of student work • Workshop evaluations	Business teachers
Research emerging technologies and choose and implement acceptable technologies for student and teacher use	Director of Information Systems Coordinator of Quality Teacher Program Education Division Intel trainers	June 2012	• List of blogs and wikis and their appropriateness in the classroom • Acceptable blogs and Wikis for classroom list • Student work posted online • Teacher cross-curricular and content area collaboration using online tools	Students Content area teachers
Teachers' collaborative site	Education Division	June 2013	• Collaborative site • Teacher discussions • Discussions and sharing of projects	All teachers
Development of CTE pathways aligned with 21st Century Skills and Academic Literacy	CTE Committee	June 2012	• Agenda • Minutes • CTE pathways	Business teachers

(EETT Rubric – 4b continued)

Strategic Goal # 1 of 7: AUHSD will provide technology to staff and students that will support student achievement of essential standards; instruction, assessment and includes mastery of 21st Century Literacy Skills.

Objective Two: By June 30, 2014

20% of teachers will be trained in Learning Management System that facilitates both online learning and Information Literacy. Targeted teachers will develop and teach online class(es) implementing research-based instructional strategies and incorporating higher-level thinking skills in order to enhance student-learning opportunities.

By June 30, 2012

- Create an Online Education Task Force.
- Create team to research and compare Learning Management Systems.
- Train 10% of teachers in beginning and advanced Haiku learning management system software

By June 30, 2013

- Train 15% of teachers in beginning and advanced Haiku learning management system software
- Train at least 10 teachers to setup and facilitate online classes that incorporate best practices in online learning and includes research-based instructional strategies, higher-level thinking skills, and 21st Century Literacy Skills.

By June 30, 2014

- Train 20% of teachers in beginning and advanced Haiku learning management system software
- Follow up training and support for online teachers in Learning Management System software and online teaching strategies.

Training to evaluate the effectiveness of online classes and to modify classes based on evaluations. Follow up training for teachers that have completed the Learning Management training. Teachers will develop and teach an online class implementing research-based instructional strategies and incorporating higher-level thinking skills in order to enhance student-learning opportunities.

Implementation

What	Who	When	Measurement	Target Audience
Beginning and Advanced Learning Management System Training	OCDE or District trainers	June 2012 through June 2014	• Agenda • Handouts • Evaluations • Sign-in sheets	Teachers
Online teaching strategies	District trainers	June 2012 through June 2014	• Agenda • Handouts • Evaluations • Sign-in sheets	Teachers
Follow up Learning Management System training and course evaluation	OCDE or District	June 2012 through June 2014	• Agenda • Handouts • Evaluations • Sign-in sheets	Teachers
Follow up training on online teaching strategies	District trainers	June 2012 through June 2014	• Agenda • Handouts • Evaluations • Sign-in sheets	Teachers

(EETT Rubric – 4b continued)

Strategic Goal # 2 of 7: All AUHSD students will demonstrate mastery of National Education Technology Standards skills to prepare them for careers or post-secondary pursuits equipped with 21st Century Skills

Objective One: By June 30, 2014,

All business and computer technology teachers will be trained and then demonstrate mastery of *National Education Technology Standards* student skills in their coursework, and to incorporate lessons that reflect these skills and best practices; these lessons will be made available to all teachers via the teacher portal.

Benchmark:

By June 30, 2012

- High school Business Department Chairpersons will include National Education Technology Standards in Business and Technology district course outlines.

By June 30, 2013

- Business teachers will create lessons that incorporate National Education Technology Standards and reflect best practices according to established district criteria and upload lessons to the teacher portal.

By June 30, 2014

- All teachers will demonstrate mastery of National Education Technology Standards student skills, as measured by successful completion of the required Business Technology class.

Implementation

What	Who	When	Measurement	Target Audience
Re-write Business and Technology Course outlines to include NETS standards	Ed-Division Business Teachers	June 2012 through June 2013	• Course outlines	Business teachers
Lesson plans that incorporate NETS standards uploaded to teacher portal	Business Teachers	June 2012 through June 2013	• Lesson plans • Exemplary lessons on teacher portal • Student work	Business teachers

(EETT Rubric – 4b continued)

Strategic Goal # 2 of 7: All AUHSD students will demonstrate mastery of National Education Technology Standards skills to prepare them for careers or post-secondary pursuits equipped with 21st Century Skills

Objective Two: By June 30, 2014,

All Business and Computer teachers will routinely incorporate student projects requiring 21st Century skills and computer literacy skills demonstrating mastery of these skills.

Benchmark:

By June 30, 2012

- Teacher(s) will be trained in writing curriculum for the Business Technology class to modify and include all required elements of information literacy. One or more teachers will pilot a program at Cypress High School that incorporates these skills.

By June 30, 2013

- All 9th grade Business and Technology teachers will be trained to include information literacy curriculum .
- Teachers will showcase lesson plans on information literacy that demonstrate mastery of NETS; these lessons will be banked on the teacher portal.

By June 30, 2014

- All teachers will demonstrate mastery of information literacy skills using a variety of media.
- Teachers will use technology that is integrated into the remaining courses in subsequent years to further improve academic achievement school wide.
- Teachers in Yearbook and Journalism will be trained to incorporate the use of digital cameras for their newspaper publications, allowing students to modify photographs using a graphics-editing program, and use their layouts. The students will use word processing and computer graphics to publish the yearbook and the school newspaper.
- Teachers will be trained to incorporate the use of e-mail to correspond with journalists at the local newspaper, The Orange County Register and the Los Angeles Times, Orange County Edition, and will create a Web site describing the student activities taking place throughout the year.

Implementation

What	Who	When	Measurement	Target Audience
Collaboration and training with teachers on business and technology curriculum modified to incorporate NETS and information literacy skills	Business Department Chairs	June 2012 through June 2013	• Revised curriculum • Lesson plans • Student work	Business teachers
Collaboration and training for teahers to create a bank of lesson plans that incorporate NETS	Business teachers and buisness department chairs	June 2012	• Bank of lesson plans	Business teachers
Pilot curriculum. Collaboration and training to discuss, monitor, enhance, evaluate effectiveness	Business & Technology class	June 2012	• Pilot class • Lesson plans • Student work	Business teachers
School newspaper and yearbook	Journalism and Yearbook classes	June 2013	• School newspaper • Yearbook	Journalism and Yearbook classes

Journalism teachers and students communicating via email with *The Orange County Register* and *The Los Angeles Times, Orange County Edition*	Journalism teachers and students	June 2013	• Email	Journalism classes
Student activities Web site. Teachers will train students on the the activities web site.	Journalism teachers and students	June 2013	• Web site	Journalism classes

(EETT Rubric – 4b continued)

Strategic Goal # 2 of 7: All AUHSD students will demonstrate mastery of National Education Technology Standards skills to prepare them for careers or post-secondary pursuits equipped with 21st Century Skills

Objective Three: By June 30, 2014

Teachers will prepare students for careers by entering various career pathways and incorporate technology, reading, and communication skills which will prepare students for careers and post secondary pursuits. Career pathways prepare students for successful completion of state academic and technical standards and more advanced post-secondary course work.

Benchmark:

By June 30, 2012

- Business and Technology teacher(s) will receive training in writing curriculum for the various career pathways that have a coherent sequence of rigorous academic and technical courses which will allow students to apply academics and develop their technical skills.
- Counselors will facilitate and train teachers in how to recruit more high school students into college pathways that result in teaching and related careers through high school career-technical course offerings; recruitment activities, including field trips to the college campuses; and work-based learning opportunities.
- The Principles of Teaching and Learning teachers will participate in Orange County's Project Tomorrow science docent program, which trains high school students to teach science standards to younger students. Participation in Project Tomorrow includes formal articulation of the Principles of Teaching and Learning class with Cal State Fullerton.

By June 30, 2013

- All Business and Technology teachers will be trained to include information literacy curriculum that integrate the two different types of standards in each pathway sector: *foundation* standards and *pathway* standards.
- Teachers will receive training to support the special needs of the district's most at-risk students through the integration of academics into education, and other career pathway courses and through peer and after-school tutoring.
- Teachers will collaborate and showcase lesson plans on these career pathway curriculum; these lessons will be banked on the teacher portal.

By June 30, 2014

- Teachers will collaborate with partner in business, industry, labor, postsecondary education, and the community to provide classroom and work-based learning opportunities that prepare all students for success.
- Joint collaboration meetings and trainings with the North Orange County ROP, Anaheim Union High School District, the North Orange County Community College District, Cypress Community College, and Fullerton Community College.

Implementation				
What	**Who**	**When**	**Measurement**	**Target Audience**
A-G approved curriculum in various career pathways, including, but not limited to Education, Child Development, and Family Services, Industry Sector, Engineering and Design Industry Sector, Health Science and Medical Technology Industry Sector, Information Technology Industry Sector, and Transportation Industry Sector	District and partners in business, post-secondary education, ROP, and the community	June 2012 through June 2013	• Curriculum • Enrollment data in classes • Students entering post-secondary, business, or industry that have been in career pathways	All teachers
Recruit, chaporone, collaborate with post-secondary college-pathway instructors and business and industry partners	Counselors	June 2012	• Student enrollment in career pathway classes • Field trips	All teachers
Participate in Project Tomorrow	High school students	June 2012	• Participation	Business teachers
Collaboration and training for teachers to design lesson plans that incorporate literacy and two types of different standards in each pathway sector	Business teachers and business department chairs	June 2012	• Bank of lesson plans	All career pathway teachers
Special needs training of the district's most at-risk students	Education Division directors Curriculum specialists Department chairs	June 2013	• Agenda • Teacher collaboration and lesson plans • Sign-in sheet	All career pathway teachers
Collaborate, share lesson plans on career pathway	Career pathway teachers	June 2013	• Agenda • Teacher collaboration and lesson plans • Sign-in sheet	All career pathway teachers
Collaborate with partners to provide classroom and work-based learning opportunities that prepare all students for success.	Career pathway teachers	June 2013	• Agenda • Teacher collaboration • Sign-in sheet	All career pathway teachers

(EETT Rubric – 4b continued)

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

Objective One: **By June 30, 2014**

All business and English teachers will be trained to understand federal, state, and district policies and procedures that ensure the safe and legal use of technology. Business and English teachers will include a lesson unit expanding the uses of copyright and fair use, plagiarism, social networking, and peer-to-peer file sharing in their curriculum.

Benchmark:

By June 30, 2012

- Joint business and English teachers will meet and collaborate, share resources, and lesson plans on copyright, fair use, plagiarism, social networking, and peer-to-peer file sharing.

By June 30, 2013

- Business and English teachers will collect exemplary lesson plans that include copyright, fair use, plagiarism, social networking, and peer-to-peer file sharing that incorporate best practices for the teacher portal.

By June 30, 2014

- All Business and English teaches will train other staff to understand federal, state, and district policies and procedures that ensure the safe and legal use of technology.

Implementation

What	Who	When	Measurement	Target Audience
Workshop to collaborate, share resources, and lesson plans on copyright fair use, plagiarism, social networking, and peer-to-peer file sharing	Science teachers Business teachers	June 2012	• Agenda • Teacher resources • Sign-in sheet • Lesson plans	Business teachers Science teachers
Collection of exemplary lesson plans	District staff	June 2013 through June 2014	• Lesson plans • Student work • Teacher portal	English teachers Business teachers
Business and Science teaches will train and collaborate with other staff on writing lesson plans that integrate the copyright fair use, plagiarism, social networking, and peer-to-peer file sharing	District staff Science Business teachers	June 2012 through June 2013	• Lesson plans • Student work • Teacher portal	All teachers

(EETT Rubric – 4b continued)

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

Objective One: By June 30, 2014

All Business teachers will be trained on Internet safety and will include relevant information on how to protect online privacy and avoid online predators in units that will be required in all classess.

Benchmark:

By June 30, 2012
- Business Technology units on Internet Safety will be completed by teachers.

By June 30, 2013
- Updated Business Technology Internet Safety units will be implemented.
- Exemplary Internet Safety Lesson plans uploaded to teacher portal.

By June 30, 2014
- All Business teachers will train other core content teachers in writing lessons and units that incorporate Internet safety; these lessons will be analyzed and monitored by the district Business Department.

Implementation

What	Who	When	Measurement	Target Audience
Meeting to collaborate and share Internet Safety lesson plans	Business Department chairs	June 2012	• Agenda • Handouts • Lesson plans	Business teachers
Collection of exemplary Business Technology units on Internet Safety	Business teachers	June 2013	• Unit • Lesson plans • Student work • Teacher portal	Business teachers
Business teachers will train other core content teachers on writing lessons that incorporate Internet safety and other relevant information on how to protect online privacy and avoid online predators	Business Department chairs Business teachers	June 2013	• Agenda • Handouts • Lesson plans • Units	Core content teachers

(EETT Rubric – 4b continued)

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

Objective One: By June 30, 2014

The district will expand the availability of technology to students during and outside of the normal school day. Students will use their technology skills to enrich their academic program. All core content teachers will be trained to incorporate Information Literacy (based on ALA standards) into business career pathways and required student research reports and projects.

Benchmark:

By June 30, 2012

- Core-area teachers and library staff will meet and plan joint research projects that align content area standards with 21st Century Literacy skills and Academic Literacy skills, and American Library Association (ALA) standards to students both during and outside of the normal school day.
- Site teachers will revise curriculum to align computer and business career pathways so that more students will have access to these career pathways.
- Site teachers will develop project rubrics that incorporates information literacy skills so that all students will have access to 21st Century Standards.
- Site teachers will develop a plan in how to collect lesson plans that integrate literacy skills that align with the California content standards and reflect best practices to ensure that all students have access to a rich academic and technological curriculum.
- Workshop(s) for core content teachers to develop technology-infused research reports that require information literacy skills so that all students have the ability and access to a rich academic and technological curriculum.

By June 30, 2013

- All core content teachers will collect exemplary lesson plans that include information literacy skills and have those lessons uploaded to the teacher portal.
- Libriarians will provide assistance to all students during and outside of the normal school day in writing technology-infused research reports that embed information literacy skills..

By June 30, 2014

- All core content teachers will have their students complete a research project that requires utilization of an information literacy skills model and demonstrates the ability to work independently.
- All core content teachers will upload student projects that incorporate the mastery of information literacy and ALA standards; these will be showcased on the District's teacher portal.

Implementation

What	Who	When	Measurement	Target Audience
Workshop to develop research reports on Information Literacy skills and ALA standards	Core content teachers Library staff	June 2012	• Agenda • Sign-in sheets • Handouts • Research report lesson plans • Student work	Core content teachers Libriarians
Exemplary project rubric on Information Literacy	Teachers Administrators	June 2012	• Rubric	Core content teachers
Exemplary lessons uploaded to teacher portal	District staff	June 2013	• Lesson plans • Teacher portal	Core content teachers

(EETT Rubric – 4b continued)

Strategic Goal # 6 of 7: All AUHSD teachers will use technology to develop district-wide curriculum that is aligned to California core content standards, to develop benchmarks exams, and to develop end-of-course exams to assess student learning an inform instrucitonal practices.

Objective One: By June 30, 2014

Technology will be used to implement pacing guides, benchmarks, and end-of course assessments in business and health content areas. Teachers will create and integrate multimedia skills in the Business and Health Career pathway classes where students will learn their technology, reading, and communication skills to prepare them for careers and postsecondary pursuits, as measured by the EdTech Profile.

Benchmark:

By June 30, 2012

- Workshop to train health and business teachers on using database and multimedia software and accessing on-line job career and college information along with the development of career exploration lesson plans.

By June 30, 2013

- Advanced workshops on spreadsheet, database, word processing, multimedia software and the use of digital cameras and scanners that are incorporated in daily lesson plan design and implementation.
- Upload exemplary career exploration lesson plans to the teacher portal.

By June 30, 2014

- Business and Health teachers will train other teachers across disciplines that involve the partnership of business partners and higher education and the infusion of essential business skills in all curricular areas.

Implementation

What	Who	When	Measurement	Target Audience
Database, multimedia software and online career tool workshop	District trainers	June 2012	• Agenda • Sign-in sheets • Handouts • Lesson plans • Student work	Business teachers Health teachers
Spreadsheet, database, word processing, multimedia, digital camera, and scanner training	District trainers	June 2012	• Agenda • Sign-in sheets • Handouts • Lesson plans • Student work	Business teachers Health teachers
Exemplary lessons uploaded to teacher portal	District staff	June 2012	• Lesson plans • Teacher portal	Business teachers Health teachers
Partnership of business and higher education to help facilitate the infusion of essential business skills	District staff Business teachers Health teachers	June 2013	• Lesson plans • Teacher portal	All teachers

(EETT Rubric – 4b continued)

Strategic Goal # 7 of 7: AUHSD will set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.

Objective One: By June 30, 2014

The district will have technology in place which will promote two-way (school-to-home and home-to-school) communication about school programs and students' progress.

Benchmark:

By June 30, 2012

- Appropriate school and district staff will be trained to proficiently use the new student data system, Zangle.

By June 30, 2013

- All school sites will have established and utilized opportunities for parents to receive training that will allow them to effectively view their student(s) academic progress and attendance in school using the new web-based parent portal.

By June 30, 2014

- Increased two-way communication about school programs and students' progress will be demonstrated by increases in parent responses to school communication and documentation of parent monitoring of student academic progress (e.g. number of parent visits to school sponsored web sites that allow parents to view class assignments and grades for specific courses).

Implementation

What	Who	When	Measurement	Target Audience
Develop school self-study parent surveys to allow parents to provide feedback regarding communication with school officials	Site self-study coordinator Site leadership team Site administration District administration Parents	June 2012 through June 2014	• Review of Information System call center data • Summary of parent portal activity data • Parent survey summary data	Parents Teachers Counselors Administrators Other school officials
Implement training opportunities for parents to view students' academic progress electronically via Zangle Parent Portal	Information System Site administrators	June 2012 through June 2014	• Training schedules and agendas • Sign-in sheets • Summary of parent portal activity data	Parents
Increased two-way communication between parent and school regarding student progress	Teachers Counselors Administrators Other school officials	June 2012 through June 2014	• Electronic summaries of scheduled meetings and telephone conversations	Parents Students

(EETT Rubric – 4b continued)

Strategic Goal # 7 of 7: AUHSD will set measurable annual goals and benchmarks to monitor effective use of technology to increase two-way communication between parents and the school.

Objective Two: By June 30, 2014

The district will have technology in place which will promote two-way (school-to-home and home-to-school) communication about school programs and students' progress.

Benchmark:

By June 30, 2012

- School and district staff will be trained to proficiently use the new Community Outreach (CO) TeleParent communication system. TeleParent delivers community messages for the District. The telephone lists may be generated by the District or by TeleParent, as instructed by the District. Messages are administered by web-based and telephone based menu systems. Where a student is to receive both community messages and behavior messages, they may be combined into one phone call through the student data system, Zangle.

By June 30, 2013

- School and district staff will be trained to effectively useTeleParent to contact approximately 1,000 students each minute during emergency situations. Examples of emergency situations include school lock-down, missing students, or other occurrences that require immediate parental notification.
- School and district staff will be trained to proficiently use the Smart Attendance Calling service is an automated system that seamlessly integrates with the district's SIS to immediately send messages to parents informing them of student tardiness and absence.

By June 30, 2014

- Improvement in two-way communication about school programs and students' progress will be demonstrated by increases in parent responses to school communication and documentation of parent monitoring of student academic progress (e.g. number of parent visits to school sponsored web sites that allow parents to view class assignments and grades for specific courses).

Implementation

What	Who	When	Measurement	Target Audience
Create training on Commmunity Outreadh (CO) TeleParent communication system. Develop school self-study parent surveys to allow parents to provide feedback regarding communication with school officials.	Site self-study coordinator Site leadership team Site administrators District administrators Parents	June 2012 through June 2014	• Review of Information System call center data • Summary of parent portal activity data • Parent survey summary data	Parents Teachers Counselors Administrators Other school officials
TeleParent's Implementation Specialist will contact District regarding the implementation process and schedule trainings.	Implementation Specialist Site leadership team Site administrators District administrators	June 2012 through June 2014	• Review of Information System • Summary of parent portal activity data	Parents Teachers Counselors Administrators Other school officials

Implementation				
What	**Who**	**When**	**Measurement**	**Target Audience**
Orientation Package. One orientation package will be sent to each school containing materials contained on one DVD.	Teachers Counselors Administrators Other school officials	June 2012 through June 2014	• Electronic orientation packages along with hard copies given to parents • DVD	Parents Students
Parental Consent. It is the sole responsibility of the District to obtain necessary consent, including but not limited to parental consent, for students to receive telephone messages from TeleParent. TeleParent will administrate alternate phone numbers and Do Not Call lists.	Implementation Specialist Site leadership team Site administrators District administrators	June 2012 through June 2014	• Review of Information System • Summary of parent portal activity data • Parent concent	Parents Teachers Counselors Administrators Other school officials
SIS Information. TeleParent will require student and teacher information from the District's information system. It is the sole responsibility of the District to obtain necessary consent, including but not limited to parental consent, to release Student information to TeleParent. By providing Student information to TeleParent, District represents that the necessary consent has been obtained.	Site self-study coordinator Site leadership team Site administrators District administrators Parents	June 2012 through June 2014	• Review of Information System call center data • Parental consent	Parents Teachers Counselors Administrators Other school officials
Login Information. TeleParent will provide the designated contact person at District with the login identifications and pass codes for both teachers and administrators	Implementation Specialist Site leadership team Site administrators District administrators Parents	June 2012 through June 2014	• Review of Log in information • Summary of staff and parent portal activity data	Parents Teachers Counselors Administrators Other school officials
TeleParent to conduct one (1) onsite training for a large group of school and district personnel Additional onsite school training available	Implementation Specialist	June 2012 through June 2014	• Attendance sheets	Parents Teachers Counselors Administrators Other school officials

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 development opportunities by the coordinator of Quality Teacher Program, assistant superintendent of Education Division, directors of Education Division, and the director of Information Systems 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, the 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 delivery of comprehensive, specialized use of appropriate computer-based technology to facilitate the teaching and learning processes. Most school sites have time built into the master schedule for a collaborative period for sharing information, data, testing, and sharing of other student information. Administrators and teachers can 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 reflective analysis. With the implementation of more online training options, downloads, and access statistics which will serve as an initial method of evaluating usefulness.

Teacher professional development will be guided by a common set of expectations with the learning experiences, such as workshops or seminars. 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, by providing a variety of professional development experiences that are effective in promoting the growth of teachers. Technology Proficiency progress will be monitored by data provided by the Ed Tech Profile online assessment and AUHSD Annual Survey. This data will be evaluated by the coordinator of Quality Teacher Program, assistant superintendent of Education Division, directors of Education Division and director of Information Systems quarterly 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 Ed Tech Profile Survey data and professional development participation will form the basis of the data. To measure the impact of professional development on teacher attitudes and classroom practice, the Professional Development Needs Assessment will be evaluated along with the AUHSD Annual Survey by the

Quality Teacher Program. Electronic Registration Online reports, a service of Quality Teach Program, will provide the data on program participation and implementation.

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

Overview

The components and systems addressed in this section have been identified as essential to support the goals and objectives identified in the Curriculum and Instruction and Professional Development plans. As with these previous sections, evaluation of district needs and strategic planning for infrastructure, hardware, software and technical support has been guided by a vision of implementing technology, which will either directly or indirectly, facilitate the meeting of academic standards and desired learning outcomes throughout the district.

The intent of this plan is to provide all students, staff, and parents in Anaheim Union High School District with access to technology tools and electronic resources. **Our goal is to provide every site and classroom in the district with access to Internet, video and voice applications, minimum standards hardware, and identified software tools.**

Existing Infrastructure

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

More than ninety five percent of AUHSD classrooms have network connectivity. One of the goals in this plan is to change that number to 100 percent. Most of the classrooms without connectivity are either due to site moves or modular classroom implementation.

Another goal of the district is to increase the capacity of the district's multiprotocol label switching (MPLS) network to facilitate the increasing presence of online curricular resources. The net effect will be a bandwidth increase from 20 mbps to 100 mbps to all sites. It is feasible to scale to 100 mbps with no further equipment at the school sites.

Hardware

Our 2009-2010 California Technology Survey shows 10,264 computers at the district's 21 school sites. There are also servers situated at each site for file services, domain administration, active directory, and application hosting.

All schools have one high-speed scanner for the Data Director assessment system. Approximately 70 percent of classrooms have projectors and 10 percent have smart boards. The Math Curriculum Specialist at the district office has spearheaded a project to deploy multiple

Quizdom classroom response sets at all school sites.

Telecommunications

The district is in the process of transitioning phone systems to voice over internet protocol (VoIP) based systems. Hope Education Center's phone system was changed to Shoretel in December 2009. The district plans to transition Anaheim High School to the same system with E-Rate, Year 13 funding. Other schools will be converted as funds become available.

Cellular phones play a critical role in the Anaheim Union High School District. Transportation and Food Services uses cell phones in lieu of a radio system. 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.

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 2003 and 2008 running on primarily Pentium IV and V Servers
Workstations –
PC – Windows XP, Vista and 7 running on Pentium IV and V computers
Apple – Various hardware and Mac OS X specs

Business Applications
The district is standardized on the Microsoft Office Professional product

Student system
C-Innovation – Zangle Student Information System
C-Innovation – Student and Parent information portals

Assessment System
Data Director – Application Service Provider (ASP) based assessment system
Intel-Assess – Standards-Aligned, formative assessment ASP
IntaGrade – Hosted early assessment system

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

Human Resources System

Bi-Tech – ASP hosted legacy system
SEMS – locally hosted, web-based substitute teacher system

Electronic Learning Resources
READ 180 – locally hosted comprehensive reading system
Inside – Hosted comprehensive reading system for junior high school
Edge – Hosted comprehensive reading system for high school
Accelerated Math – locally hosted mathematics learning and assessment system
Accelerated Reading – locally hosted reading learning and assessment system
Microsoft Office – business application suite
Adobe Creative Suite – development application suite
Quizdom – classroom response system
Naviance – career guidance system
FastMath – locally hosted comprehensive math system
Aleks – math learning and assessment system
Apex Learning – online curriculum provider
SOLO – locally hosted reading and writing program for special education students

School-to-Home Communications
TeleParent – ASP hosted attendance calling system

Library Packages
Follett – locally hosted library programs (Alliance Plus, TextLink, etc)
Alexandria – locally hosted library programs (Gale, Ebsco, Worldbook)
Zangle – textbook management module of the student information system

Support
The district currently employs fourteen, 10-12 month employees to provide support to the 10,264 computers at the district's 21 physical school sites. Three additional employees provide second level support to said school sites.

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 Smoothwall hosted at the district office and ten of the district's sites. The district uses blacklisting on its two Fortiguard 1000a firewalls as a second level of protection. Proactive monitoring measures are also employed via Vericept monitoring tools. The district currently prohibits social networking sites such as MySpace 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.

Implementation Timeline

In order to ensure that resources are maximized to support teaching and learning, timelines for implementation of Curriculum and Instruction and Professional Development Objectives will be coordinated with budget and funding availability for the acquisition of hardware, software, technology support, and infrastructure resources. The timeline below indicates our start date, projected completion date, activity/benchmark, target audience, and area of responsibility.

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.
Objective One: By June 30, 2014 The Anaheim Union High School District will provide needed infrastructure upgrades to school sites to facilitate the use of hardware, software and Internet.
Benchmark: By June 30, 2012 • Implement Active Directory 8 Districtwide • Upgrade Cypress High School MDF • Complete Anaheim High School data networking • Complete Western High School data networking • Upgrade 30% of AUHSD schools' bandwidth to 100mbps • Provide 30% of AUHSD schools' with network access control By June 30, 2013 • Assess generator backup capability for all sites • Upgrade 60% of AUHSD schools' bandwidth to 100mbps • Provide 60% of AUHSD schools' with network access control By June 30, 2014 • Assess district hot site for redundancy • Upgrade 100% of AUHSD schools' bandwidth to 100mbps • Provide 100% of AUHSD schools' with network access control

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.***

Implementation				
What	**Who**	**When**	**Measurement**	**Target Audience**
Upgrade district infrastructure	Information Systems Selected vendors	June 2012	• Project completion • Active accounts	All district
Upgrade district infrastructure	Information Systems Selected vendors	June 2013	• Project completion	All district
Upgrade district infrastructure	Information Systems Selected vendors	June 2014	• Project completion	All district

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

Objective One: By June 30, 2014

The Anaheim Union High School District will provide needed hardware to facilitate the curiculum and professional development objects herein.

Benchmark:

By June 30, 2012

- Provide necessary switching, routing , and wireless access points Anaheim, Katella, Magnolia, Savanna, and Western High Schools
- Provide necessary switching, routing , and wireless access points Ball, Brookhurst, Dale, Orangeview, South and Sycamore Junior High Schools
- Provide appropriate staff computers through hardware refresh program
- Upgrade / augment student computers as site funding permits

By June 30, 2013

- Repurpose switching, routing , and wireless access points to Cypress, Gilbert and Kennedy High Schools
- Repurpose switching, routing , and wireless access points to Oxford Academy
- Repurpose switching, routing , and wireless access points to Lexington and Walker Junior High Schools
- Provide appropriate staff computers through hardware refresh program
- Upgrade / augment student computers as site funding permits

By June 30, 2014

- Provide appropriate staff computers through hardware refresh program
- Upgrade / augment student computers as site funding permits

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.***

Implementation				
What	**Who**	**When**	**Measurement**	**Target Audience**
Augment / upgrade district hardware	Information Systems Selected vendors	June 2002	• Project completion • Computer count	All district
Augment / upgrade district hardware	Information Systems Selected vendors	June 2013	• Project completion • Computer count	All district
Augment / upgrade district hardware	Information Systems Selected vendors	June 2014	• Project completion • Computer count	All district

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 # 3 of 4: AUHSD will provide software and learning resources to attain curriculum and professional development goals/objectives.
Objective One: By June 30, 2014 The Anaheim Union High School District will provide needed software to facilitate the curiculum and professional development objects herein.
Benchmark: By June 30, 2012 • 10% Implementation of learning management system - Haiku • 20% Implemention of digital locker solution • Assess existing assessment solution – Data Director • Assess existing school-to-home communication solution – TeleParent By June 30, 2013 • 15% Implementation of learning management system - Haiku • 60% Implemention of digital locker solution • Assess existing assessment solution – Data Director • Assess existing school-to-home communication solution – TeleParent By June 30, 2014 • 20% Implementation of learning management system - Haiku • 100% Implemention of digital locker solution • Assess existing assessment solution – Data Director • Assess existing school-to-home communication solution – TeleParent

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.***

Implementation				
What	**Who**	**When**	**Measurement**	**Target Audience**
Augment / upgrade district software	Information Systems Selected vendors	June 2012	• Surveys • Node counts	All district
Augment / upgrade district software	Information Systems Selected vendors	June 2013	• Surveys • Node counts	All district
Augment / upgrade district software	Information Systems Selected vendors	June 2014	• Surveys • Node counts	All district

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

The AUHSD Information Systems Department is currently in the process of monitoring and evaluating the capability of the district's infrastructure. An updated disaster recovery plan is anticipated to be in place by fiscal year 2011/2012. In addition, the district has implemented SpiceWorks at four sites as a means of node reporting. 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 Director of Information Systems, Erik Greenwood, will continue to monitor the technology needs of the district 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

OVERVIEW

The following considerations have served as a foundation in developing and prioritizing the funding and budget components of this plan.

- Instructional impact
- Coordination of implementation timelines to maximize impact, (i.e., needed hardware and software will be in place prior to professional development)
- "Total Cost of Ownership" and replacement considerations
- Distinctions between ongoing and one time costs
- Identification of multiple funding sources at district and site levels

6a. *Established and Potential Funding Sources*

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

- New TLC funding
- Enhancing Education Through Technology (EETT) Formula and Competitive Grants
- E-Rate
- General Fund
- State Technology funding
- Block Grants
- SIP funds
- Titles I, IID, III funding
- ARRA

To ensure adequate funding to implement and maintain existing and new district technology initiatives, all potential funding sources will be evaluated and coordinated. Furthermore, during this current budget development process significant budget constraints have necessitated a close examination of one time or new costs versus the essential recurring costs of maintaining district services and infrastructure.

In the current year, technology funding from a variety of local, state, and categorical sources have been allocated to personnel, materials and equipment, and telecommunications services.

Funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.

In addition to maintaining existing enterprise hardware, software, and ongoing network and telecommunications costs, the following priorities have been identified through this plan development process. As funding sources are identified, these priorities will guide allocations.

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

Cost Impact Analysis

Major Object of Expenditure Categories	School Year 11-12	School Year 12-13	School Year 13-14
1000-1999 Certificated Personnel Salaries	$175,100	$115,100	$115,100
2000-2999 Classified Personnel Salaries	$1,955,817	$1,975,399	$1,993,166
3000-3999 Employee Benefits	$446,545	$450,170	$453,213
4000-4999 Books and Supplies	$538,056	$580,056	$535,056
5000-5999 Services and Other Operating Expenditures	$1,271,023	$1,272,163	$1,302,882
Indirect Costs at An Established Rate (excluding The 6000-6999 Category)	$136,421	$136,619	$136,822
6000-6999 Capital Outlay	$675,158	$265,484	$265,484
Total Funds	$5,198,120	$4,794,991	$4,801,723

6c. ***Equipment Replacement Cycle***

The district instituted a five-year replacement cycle for all staff desktop computers in fiscal year 2006/2007. The Information Systems Department cycles its server equipment every four to five years. 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 every year with many components examined more frequently by the Director of Information Systems, Erik Greenwood. 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 who will report to the superintendent and Board of Trustees.

Data collection will be coordinated by Information Systems staff 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 Director, Information Systems.

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. 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 technology assessment will provide the information needed to complete the annual state required Educational Technology Survey online each spring and will inform the site decision-making and budget planning processes.

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 the Best Practices Web site
2. Training and utilization of the Intel rubric as included in the Intel Essential course for teachers
3. Minutes and Agendas of the Online Education Task Force
4. Online registration and course completion rates
5. EdTech Profile Data
6. Parent and Staff Surveys

7. Enrollment and evaluation reports from Staff Trainings and conference attendance, including specific trainings in Intel Essential, NETS and ALA standards, and online teaching
8. Annual technology inventory and standards changes
9. Updated Acceptable Use Policy and revised Student Handbook
10. NETS standards mastery as measured by Bus/Tech class pass rates
11. Hours expansion for tech access as measured by site reports
12. Student academic growth monitoring through of Data Director as measured by teacher utilization reports and summary reports by site
13. 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**
09/11	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
12/11	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
01/12	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
03/12	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/12	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/12	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
06/12	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	Fred Navarro Erik Greenwood	Education Facilities
07/12	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 Erik Greenwood	Facilities
09/12	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
12/12	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
01/13	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
03/13	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program

Anaheim Union High School District Technology Plan Timeline Monitoring and Evaluation					
06/13	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/13	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
06/13	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	Fred Navarro Erik Greenwood	Education Facilities
07/13	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 Erik Greenwood	Facilities
09/13	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
12/13	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
01/14	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
03/14	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/14	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	Fred Navarro Erik Greenwood Diane Donnelly	Education Facilities Quality Teacher Program
06/14	Face-to-face meeting	Semester Meetings of Technology Action Group (TAG)	TAG	Erik Greenwood	Facilities
06/14	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	Fred Navarro Erik Greenwood	Education Facilities

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 Information Systems 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 Information Systems 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*

According to ProLiteracy, an international organization, adult literacy is essential to adults raising children with strong literacy skills, to being good employees, to staying healthy, and to contributing to their communities. Information from City-Data.com indicates that 30% of Anaheim residents 25 years old or older do not have high school diplomas. Less than 20% of the city's population have bachelor's degrees or higher. Anaheim's foreign-born population is significantly higher than the state average. Nearly 60% of residents speak languages other than English. The median age of residents is 30.3 years, and per capita annual income is $22,583. This data confirms the need for the Anaheim Union High School District (AUHSD) to provide educational programs that will improve adult literacy in the community.

Current Adult Literacy Providers:

The Anaheim Union High School District's mission is to provide each student with a high quality educational program in a safe, motivating learning environment that promotes high academic achievement based on a strong foundation of knowledge and skills, development of habits and attitudes for a lifetime of learning, and exploration and preparation in a broad range of career and interest areas, and commitment to responsible citizenship. Within the boundaries of the AUHSD adult literacy needs are served through a variety of agencies: Anaheim Adult Education, Anaheim Public Library, North Orange County Regional Occupational Program, North Orange County Community College District, and The California Sate University, Fullerton.

Anaheim Adult Education currently provides literacy training to 2,500 adults in English as a Second Language (ESL), English, and reading at adult education sites. Other classes include Adult Basic Education, Adult Secondary Education, California High School Exit Examination Preparation, Citizenship, Computer Literacy/Applications, Concurrent Education, and General Education Development (GED) for a total student population of more than 3,500 students. Students have access to Internet-based ESL programs as well as CDs, videos, and DVDs for use at school and at home. They also have access to computers during both day and evening hours in classrooms and computer labs. Classes are held at Anaheim Adult Education's main campus and at four additional locations throughout the community, down from 17 sites due to budget constraints. Adult students have equitable access to technology. They learn and understand internet safety. Students can enroll in Microsoft Office Skills via an online service which issues certificates upon program completion. The focus on 21st Century Skills prepares students for careers or post-secondary education. Also, articulated classes leading smoothly from ESL and Literacy into transitional academic and high school diploma classes are offered by Anaheim Adult Education. Communication with both students and staff has been enhanced through email, internet, and the TeleParent Community Outreach system, all supported by district-level AUHSD technology. Staff members receive ongoing training in technology necessary to incorporate information literacy into the academic curriculum and maintain essential registration, attendance, and academic records. .

Anaheim Adult Education has access to a bus which has been converted to a mobile classroom. This bus is designed to provide instruction to parents and other community adults who need to learn English and/or computer skills. The Mobile Classroom is a wireless environment equipped with 20 laptop computers containing numerous software programs ranging from practice in English skills to typing along with various Internet-based resources. Although current funding does not support the use of this technology, it is an

Anaheim Adult Education priority to restore this service to the community when funding becomes available.

The Orange County Regional Occupational Program in Anaheim offers year-round career/technical training as part of the public school system in California. Classes include computer applications, Microsoft Office (Word, Excel, Access, and Power Point), Desktop Publishing, and keyboarding as well as vocational courses utilizing technology, such as Computer-Assisted Design and Computer-Assisted Drafting. Adult students needing literacy skills are referred to Anaheim Adult Education to prepare students to meet pre-requisite language skills.

The Anaheim Public Library offers adult literacy services throughout the city; these services are provided by Read/Orange County, which includes tutoring in basic literacy skills; individualized, goal-oriented lessons; volunteer training; ongoing support services to learners and tutors; and workplace literacy programs for local businesses. Anaheim Public Library also offers free computer classes at the main site and some branch locations. Anaheim Libraries have wireless access to the Internet for those who have wireless-enabled laptop computers.

Adult learners also take advantage of local higher education opportunities. The North Orange County Community College District School of Continuing Education offers ESL at the Anaheim campus and at several other sites in the city. Computer classes range from beginning to advanced skill levels, Internet, Adobe Photoshop, Microsoft Office, and Desktop Publishing. Additional specialized courses—conversation, grammar, ESL and computers, writing, and ESL and the arts—are also available. Students may enroll in the high school diploma program to graduate from high school, prepare to take the GED tests, and improve a variety of individual academic skills at the Anaheim Center.

The nearby Fullerton campus of The California State University offers adult extension courses that include ESL, Specially-Designed Academic Instruction in English (SDAIE), and GED preparation programs for adults. Technology-based tools are integrated into the instruction of these classes.

Collaboration:

The AUHSD has shown commitment to the literacy of adults in the community by offering programs and collaborating with other organizations to ensure their success. Many facilities and computer labs are used by K-12 students during the traditional school day and by adult programs after school hours.

Anaheim Adult Education students use technology at designated adult education sites, each of which receives upgraded computer equipment when funding becomes available. ESL classes are held at the main campus and four other locations in the community. Computer classes for adults are also taught at the main campus; additional sites will be added when funding is restored.

District staff members may refer both younger and older adults to adult literacy programs within north Orange County, such as the Anaheim Public Library, North Orange County Community College system, and The California State University at Fullerton, all funded through resources other than district funds.

As a component of the ongoing evaluation and modification procedures, a collaborative partnership will be maintained with the principal of Anaheim Adult Education, the Coordinator of the Regional Occupational Program, and the Director of Information Systems.

Funding:

Even in this time of budgetary challenges, the AUHSD is committed to expanding funding opportunities such as federal funding for the Workforce Investment Act and CalWorks, which will enable us to optimize resources and retain our ability to serve the adults in our community in so far as is possible in the current financial environment.

EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES

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

Students inhabiting the desks in our classrooms today are known as the "Net Generation" according to author, Don Tapscott. 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.

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. 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. Specifically, NETS-S addresses: (Curriculum & Instruction, Goal 1: Obj. 1; Goal 2: Obj. 1 & 2)

- Creativity and Innovation *(creative thinking, constructing knowledge, and developing innovative processes and products).*
- Communication and Collaboration *(using digital media and environments to support individual learning and the learning of others).*
- Research and Information Fluency *(applying digital tools to gather, evaluate, and use information).*
- Digital Citizenship *(understanding human issues relating to technology and practicing ethical behavior).*
- Technology Operations and Concepts *(understanding technology concepts, systems, and operations).*

There is an incredible opportunity for Americans who are prepared for the challenges of a dynamic, digital world. 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. Many Federal, state and businesses, such as the State Educational Technology Directors Association (SETDA), the International Society for Technology in Education (ISTE), and the Partnership for 21st Century Skills have come together to create a unified vision, agenda and action plan on a building principle: to synchronize their efforts to leverage technology to achieve results for every student and, ultimately, for the nation, states and communities as well. (Curriculum & Instruction, Goal 2: Obj. 1 & 2; Goal 6: Obj. 1)

In the global digital economy, technology has changed how people live and work. Now, we need to harness technology to benefit our nation's schools, communities, and most importantly, students. To ensure that all students receive equitable access to technology, educators must try to ensure that technology is embedded in all core content subjects and made available in all schools. Jones, Valdez, Nowakowski, and Rasmussen (1994) define equity as "the goal of universal participation". They note the meaning of technological equity in schools:

> "Technology is a tool that gives everyone an equal chance to learn....Universal participation, as a policy goal, means that all students in all schools have access to and are active on the information highway in ways that support engaged learning."

Expanding hours of service to all students will support students need to access of technology. School libraries and their research centers will expand their hours of operation to ensure students can access the technology needed to complete assignments, including assignments in an online course. (Curriculum & Instruction, Goal 5: Obj. 1)

Along with equity of technology usage, Daggett (2010) redefined for educators the purpose of using technology for teaching and student learning:

> "The challenge for educators is not to dismiss or keep up with students' latest technological know-how, but to create meaningful learning experiences in which students are taught how to *apply* their knowledge to solve real-world problems. In reaching out to students who are so intertwined with the latest technology, we need to ask ourselves, 'How can we use the Internet or the computer to enhance instruction and engage students?'"

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?"
(Curriculum & Instruction, Goal 1: Obj. 1; Goal 2: Obj. 1 & 2; Goal 6: Obj. 1)

In their book *Technology to Support Student Achievement: What do we know about student learning and how can technology help,* Eva La Mar and Dani Pfeiffer found that many of their software programs incorporated the application of Marzano's Nine Strategies for Improving Student Achievement, which they felt supported student achievement, instruction, and mastery of content. Instead of focusing on one strategy or another, they found that the technology facilitated the use of two or more of Marzano's Nine Strategies. They listed each

strategy and then listed the software programs that best supported the strategy. In their studies, they found that teachers were more confident in teaching the content standards and meeting the needs of their students to gain mastery of the content with the use of the technology and software they provided.
(*Curriculum & Instruction, Goal 1: Obj. 1 & 2; Goal 6: Obj. 1)*

To assist teachers with citizenship programs that balance diversity and unity, the College's Center for Multicultural Education, directed by Professor James A. Banks, assembled a distinguished panel that conducted a four-year study delineating the essential principles for educating students in a diverse society. The product was a handbook for practitioners, *Diversity within Unity: Essential Principles for Teaching and Learning in a Multicultural Society*. Research also indicates that students become more engaged and active learners when teachers incorporate information about their cultures, histories, and experiences into the curriculum. Banks and the UW Center for Multicultural Education partner with researchers around the globe to develop best practices for culturally responsive teaching. They use online networking and partner with MicroSoft to engage other reserachers to collaborate and share strategies that enable teachers and researchers across the globe to share ideas and best practices on how to integrate technology and culture to best bring about global cultural awareness (Banks, 2003). (Curriculum & Instruction, Goal 1: Obj. 2; Goal 2: Obj. 1 &2)

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). (Curriculum & Instruction, Goal 2: Obj. 1 & 2)

> "Schools cannot possibly prepare students to participate in a global economy without making intensive use of technology," said Ken Kay, President of the Partnership for 21st Century Skills. "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."

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 wokforce, rather than trying to do a better job of teaching what they have always been teaching.

> "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). (Curriculum & Instruction, Goal 2: Obj. 1 & 2)

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). (Curriculum & Instruction, Goal 2: Obj. 2; Goal 6: Obj. 1)

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). (Curriculum & Instruction, Goal 2: Obj. 2; Goal 7: Obj. 1)

Cisco systems has captured the trend of education and communicated the paradigm shift that must occur in order for education to address the needs of the 21st century learner. This shift is described as moving from Education 1.0 to Education 3.0.

> "Education 1.0 refers to the tradtional education system. Education 2.0 is the next phase, in which the focus is on curriculum, teachers, accountability and leadership. Education 3.0 is more complex. It is based on achieving holistic information, 21st century pedagogy and skills, all of which are enabled through technology and supported through an adapted reform agenda. The reality is that no education leaders have yet accomplished the goals set in Education 3.0." (Cisco, 2008).

One area that educators will need to focus on in order to make this shift to Education 3.0 is reading. Studies by the International Center and other organizations have shown that employability and career success in an increasingly competitive global economy depends on reading to a far greater extent than in the past. Reading requirements for entry-level jobs were much higher than was ever expected. The analysis revealed, among other findings, that a large number of entry-level jobs have a higher reading requirement than most high school texts and tests. Moreover, the reading requirements in entry-level jobs are higher than is required for many intermediate- and advanced-level jobs. "Perhaps even more surprising, entry-level job reading requirements exceed the reading requirements of all but the most technical college coursework" (Daggett, 2010).
(Curriculum & Instruction, Goal 1: Obj. 1; Goal 2, Obj. 1 & 2)

Another area of growth in K-12 education is online learning. Research has shown that online courses are a way for students to enhance their learning and/or credit recovery. Online education schools or programs provide many different types of opportunities for students who are unable to attend in a brick and mortar classroom for a myriad of reasons, such as pregnancy, health or medical, and social or emotional reasons. Online courses also provide students with flexible access to particular classes that fit the student's schedule, circumstances, interests or needs, and opportunities not otherwise available. Other opportunities for participation in online courses allow

a student to enhance, enrich, remediate, and provide credit retrieval not otherwise available or possible. Students also have more time to reflect on their academic goals and activities; can set the pace of their own learning; engage in more one on one dialogue with their teachers and receive more timely feedback. Online courses also provide students with opportunities that transcend geographical and time boundaries. Another benefit is that teachers can more easily individualize instruction to meet unique student needs and learning styles. United States Department of Education. (2000). (Curriculum & Instruction, Goal 1: Obj. 2)

Kozma (2001) argues that the particular attributes of the computer are needed to bring real-life models and simulations to the learner; thus the medium does influence learning. However, he states that it is not merely the computer that allows the students to learn, but the design of the real-life models and simulations, and the students' interaction with those models and simulations. The computer is merely the vehicle that provides the processing capability and delivers the instruction to learners (Clark, 2001). According to Rossett (2002), online learning has many promises, but it takes commitment and resources, and it must be done right. "Doing it right" means that online learning materials must be designed properly, with the learners and learning in focus, and that adequate support must be provided. Ring and Mathieux (2002) suggest that online learning should have high authenticity (i.e., students should learn in the context of the workplace), high interactivity, and high collaboration. (Curriculum & Instruction, Goal 1: Obj. 2; Goal 2: Obj. 1)

To help design online courses, a web-course criteria (WCC) was developed by Cradler & Cradler (2000) during a four-year formal evaluation of the development and implementation of web-based high school courses for the Hawaii E-School. A partial list of WCC criteria includes:

- Pedagogy: There are opportunities for collaboration, self-paced study, exploration, and self-assessment. (Curriculum & Instruction, Goal 1: Obj. 2; Goal 6: Obj. 1)
- Content: Course content is standards-based, accurate and up-to-date, and has appropriate depth and breadth for the course objectives. (Curriculum & Instruction, Goal 6: Obj. 1)
- Engaged learning: Assignments support multiple learning styles, the course challenges students and encourages creative solutions, and there is continuous dialog between and among teachers and learners. (Curriculum & Instruction, Goal 2: Obj. 1 & 2; Goal 7: Obj. 1)
- Technology integration: Technology is used to support collaboration, problem solving, presentations, instruction, assessment, and extension of learning opportunities beyond the traditional classroom. (Curriculum & Instruction, Goal 2: Obj. 1 & 2; Goal 6, Obj. 1)
- Assessment strategies: Instructors assess students' prior knowledge and skills, use multiple approaches to assessment, and embed performance assessments into the learning experiences. (Curriculum & Instruction, Goal 6: Obj. 1; Goal 7: Obj. 1)
- Resources needed by students: Besides ensuring access to all online and print materials, well-designed courses include technical support, on-site facilitation, and regular online "office hours" for access to instructors. (Curriculum & Instruction, Goal 5: Obj. 1)
- Course structure: Online courses need to have objectives, units, assignments, and time expectations well defined for students, with assessments to help students determine when they are ready to move on to new material. (Curriculum & Instruction, Goal 1: Obj. 2)
- Course web site: The online environment should follow good web design criteria, be easy to navigate, conserve bandwidth, and follow copyright principles. (Curriculum & Instruction, Goal 1: Obj. 2)

Cybermentoring—a form of online coaching—is another effective strategy for increasing student learning through online interaction. A study by Boxie and Maring (2001) found that preservice-teachers who had been trained as cybermentors were able to provide the scaffolding (individualized guidance specific to learning objectives) that enabled elementary and secondary students to perform reading, writing, learning, and technology tasks. Qualitative and quantitative assessments of student performance indicated that the students became aware of, and used, a wider variety of literacy strategies because of the cybermentoring. In today's technology-rich classrooms, it is possible now to offer a "vehicle for enriching language through web-site communities and multiple perspective on content topics" (Bean, 2000). It is now available for teachers to provide effective mentoring for students when the mentoring occurs in "cyberspace," meaning that it is mediated through Internet technologies such as Web sites and e-mail.
(Curriculum & Instruction, Goal 2: Obj. 2; Goal 6: Obj. 1)

In another case study, baseline measures were not used, instead the writing performance of the students, as measured by pre-established performance rubrics, indicated that cybermentoring had a positive influence on student learning and literacy processes. Qualitative data also support this finding. The students in this study were able to perform their reading, writing, learning, and technology tasks because they were coached through the process by their cybermentors, and online interaction became a central dynamic in the learning environment. Despite their remote location, the cybermentors provided the scaffolding students needed to support learning within their zone of proximal development (Bonk, Malikowski, Angeli, & Supplee, 1998). The nature of the projects designed by the preservice teachers required the students to contextualize literacy strategies within each online activity as they worked to achieve success. As they made choices about writing topics, they took ownership of those topics and their self-confidence increased as they experienced success.
(Curriculum & Instruction, Goal 1: Obj. 2; Goal 6: Obj. 1)

The literacy strategies employed in the online projects helped students understand the actions they took to develop their knowledge and understandings and to assess their learning. As the students worked closely with their cybermentors, they became more aware of the literacy strategies they used to construct meaning and the greater their metacognitive awareness, the more likely they were to use effective literacy strategies to meet classroom and content goals. Strategy use should be both specific and flexible (International Reading Association & National Council of Teachers of English, 1996; Paris, Wasik, & Turner, 1991). In this study, the participating students had access to a variety of strategies as they sorted through large amounts of information. If one literacy strategy did not work, they used alternatives. The data indicate that students were enthusiastic about interacting in cyberspace and receiving feedback from the preservice teachers. As the preservice teachers helped students carry out the various literacy strategies, changes in the students' writing came about because of the process of inquiry in which they were engaged. E-mail feedback from the preservice teachers included advice on how best to begin an essay, how to organize ideas before writing, and how to use stronger vocabulary. (Curriculum & Instruction, Goal 2: Obj. 1 & 2; Goal 6: Obj. 1)

The need for controls for Internet activity varies, of course, with the age of the Web surfer. Teaching a kindergartener the ABCs of the Internet poses different challenges than preventing a teenager from posting his home address on a MySpace page. It is a teacher's responsibility to use filtering tools and teach students the need to abide by the federal, state, and district Internet laws, regulations, policies, and procedures that ensure safe and legal use of all technology. However, there can be a thin line between chaperoning a student's Internet usage and spying on every keystroke. Many Internet activity-monitoring programs allow a parent or system administrator to snoop unfettered. Critics of these services call them impractical and intrusive. After all, how many teachers have the time or the will to read every word a child types and scrutinize every button clicked?

Search engines and software that filter out potential adult content can also be problematic. Some are simply ineffective, while others aren't appropriately selective. A 2002 Kaiser Family Foundation study found some control software eliminated Web sites containing legitimate medical information and even controversial politics, which educators often use in their classrooms. Although this may be an inconveince to some, keeping students safe while using the Internet is critical. (Curriculum & Instruction, Goal 3: Obj. 1; Goal 4: Obj. 1)

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.

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):
(Curriculum & Instruction, Goal 1: Obj. 1 & 2: Goal 2: Obj. 1 &2; Goal 6: Obj. 1)

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.

Intel Teach to the Future is free software to assist teachers with the professional development they need to incorporate technology into their lesson design. Using a trainer-of-trainer model, the innovative curriculum uses a wide variety of Microsoft Office applications and other commonly available WEB 2.0 tools to assist students in higher-order-thinking activities and inquiry using technology. According to a study by Culp (2002), 97% of teachers participating in *Intel Teach to the Future* trainings reported that the ideas and skills they learned through the program helped them to successfully integrate technology into their students' activities. Additionally, 80% felt very strongly that their unit had been effective in helping them meet their learning goals for their students, "Student projects showed more in-depth understanding, than other comparable work" (Culp, 2002). (Curriculum & Instruction, Goal 1: Obj. 1 & 2; Goal 3: Obj. 1; Goal 4: Obj. 1; Goal 6: Obj.1)

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. ***(EETT Rubric – 9B)***

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 on-line databases such as Thomson Gale, Facts on File News Services and EBSCO Publishing to teachers, students, and parents is demonstrative of how technology is 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 newly 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", as early as grade 8, so they can demonstrate more proficient technology skills when developing projects for core content area classes. Twenty-first century technology skills training coupled with electronic data bases and assigned group projects create opportunities for students to learn collaboratively in ways that are rigorous, relevant, and expand learning to levels of advance proficiencies.

The Intel Teach Program is part of the Intel Education Initiative, a sustained commitment to prepare students with the 21st century skills they need to thrive in the knowledge economy. The Intel Education Initiative is supported by and 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 is being developed to provide Intel Essentials and Intel Elements training to all teachers. A number of teachers received Intel training either during their teacher prep program or during their first few years of teaching under the BTSA support provider workshops. These teachers along with recently Intel certified business teachers on each junior high school campus will form a focus team to develop a specific professional development plan to provide the necessary training.

Online learning offers the advantage of personalization, allowing individualized attention and support when students need it most. 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 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. The virtual teachers are content area experts who spent over a year developing their online

course to ensure the course met the NACOL (North American Council for Online Learning) teaching and online program standards. As outlined by NACOL, the national standards for online learning was followed which include:

- Content Standards
- Instructional Design
- Student Assessment
- Technology
- Course Evaluation & Management
- 21st Century skills

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 educational option.

Professional Development for all virtual, online learning staff is conducted monthly 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.

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 one 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 and career readiness skills, enabling students to make positive social and economic contributions to their community. An appropriate educational program placement, goals, and support services will be articulated in a personalized learning plan for each individual student. Emphasis will be 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).

In conclusion, the 21st century student and their teachers are living in a world that is vastly different than any that has preceded it. Today's children, or digital natives, can easily be listening to their iPod, while instant messaging a friend, researching on the Internet, and doing their homework on Microsoft Word. Catherine Gewertz, in her article Outside Interests, states, "Most teachers are really not taking advantage of all the things they could be doing . . . . It is the rare classroom that turns blogs, MP3 players, podcasting, video games, or cell phones into learning tools. By falling behind the technology cure, they argue, schools risk alienating students and miss prime opportunities to teach them how to analyze and understand their increasingly complex world" (Gewertz, 2007). Anaheim Union High School District is committed to ensuring our students and our teachers are prepared for the world they live in.

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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)	3-5	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.	5-6	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.	8	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.	8-9	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.	9-10	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.	11-13	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.	14-16	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.

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	17	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.	18	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.	19	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record	20-21	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

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.	22-25	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.	11-26	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**.	27-28	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 an implementation plan for providing	29-48	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing	The plan speaks only generally of professional development and is not specific enough

professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.		professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	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.	29-49	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.**	50-52	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and**	52-53, 55, 57, 59	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development Components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between

administrators to support the activities in the Curriculum and Professional Development Components of the plan.			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.**	54, 56, 58-59	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.**	54, 56, 58-60	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.	61-62	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.	62-69	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.	70	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.	70	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.	71	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.	71-72	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.	74-75	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers	76-78	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service

are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	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.	79-84	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.	85-89	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.