

Hesperia Unified School District



EDUCATIONAL TECHNOLOGY PLAN

July 1, 2009 – June 30, 2012

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Introduction

The primary goals of the Educational Technology Program are to improve student academic achievement through the use of technology, ensure that all students become technologically literate by the end of twelfth grade, promote the effective integration of technology into on-going professional development, and advance research-based instruction through technology integrated curriculum development.

To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively. Within an effective educational setting, technology can enable students to become:

- Capable information technology users
- Information seekers, analyzers, and evaluators
- Problem solvers and decision makers
- Creative and effective users of productivity tools
- Communicators, collaborators, publishers, and producers

1. Stakeholders

The Hesperia Unified School District seeks to include all stakeholders in working toward increased student achievement. This plan has been assembled by a development committee consisting of representatives from elementary, middle, and secondary schools under the direction of the Director of Information Technology and the Coordinator of Curriculum and Technology. The team's meetings consisted of several after school meetings used for development and review of the plan. The development team also worked closely with a variety of Hesperia Unified School District representatives from various curricular areas and departments including Curriculum and Instruction, Special Education, and Management Information Technology as well as various community members.

This Technology Plan outlines activities and strategies regarding technology use and integration in the Hesperia Unified School District beginning July 1, 2009 until June 30, 2012. A planning team consisting of a variety of stakeholders developed the plan. These stakeholders include:

Jovy Yankaskas, Assistant Superintendent, Ed. Services, Hesperia Unif. Sch. Dist.
David McLaughlin, Assistant Superintendent Business Services, Hesperia Unif. Sch. Dist.
Russ Munyan, Curriculum, Instruction, and Technology, Hesperia Unif. Sch. Dist.
James Lincoln, Director, Information Technology, Hesperia Unif. Sch. Dist.
Larry Bird, Director, Curriculum, Instruction and Assessment, Hesperia Unif. Sch. Dist.
Valerie Turpen, Curriculum, Instruction, and Categorical Programs, Hesperia Unif. Sch. Dist.
Jodi Consten, Coordinator, Staff Development, Hesperia Unif. Sch. Dist.
Darrel , Coordinator, Language Support Services, Hesperia Unif. Sch. Dist.
Mark Muller, Data Systems Analyst, Hesperia Unif. Sch. Dist.
Tracy Marsh, Principal, Sultana High School, Hesperia Unif. Sch. Dist.
David Olney, Principal, Cedar Middle School, Hesperia Unif. Sch. Dist.
Kasey Ross, Elementary Teacher, Mesa Grande Elementary, Hesperia Unif. Sch. Dist.
Adora Sayre, Elementary Teacher, Maple Elementary, Hesperia Unif. Sch. Dist.
Brooke Winters, Elementary Teacher, Mesquite Trails Elementary, Hesperia Unif. Sch. Dist.
Faysel Bell, Middle School Teacher, Hesperia Junior School, Hesperia Unif. Sch. Dist.
Shannon Hansen, High School Teacher, Sultana High School, Hesperia Unif. Sch. Dist.
Lisa McKellar, Parent, Hesperia Junior High and Mesquite Trails Elementary
Daniel McKinney, Student, Hesperia High School
Larry Villafane, Consultant, Cyber-Net Solutions
Jenny Thomas, CTAP Region 10
Dan Healy, Owner DnT Partners Network, local business representative
Kim Fuller, Sales Representative, Apple Computer

In addition to the development committee, representatives from each of the school sites assisted in various information-gathering tasks including completion of the CDE online Technology Survey, site hardware inventories, overseeing the completion of Ed Tech Profile assessment by the teaching staff at their sites, surveying software and hardware usage and access, and providing current instructional uses of technology. Stakeholders, including: teachers, students, parents, Information Technology staff, site administrators, and local business representatives, provided feedback on the components of the plan as they were in development, and shared their vision. Re-writing the Technology Plan involved the community through gathering input at various stages in the process. Site representatives on the Technology Committee solicited input from their communities in a variety of ways, including surveys, formal and informal conversations and meeting forums. Additionally, a public forum was held to preview a draft of the Technology Plan prior to School Board approval.

**Hesperia Unified School District
Educational Technology Committee Members
2008 – 2009**

Carmel Elementary	Aaron Mazria	Maple Elementary	Adora Sayre
Cottonwood Elementary	Kim Bird	Mesa Grande Elementary	Kasey Ross
Cypress Academy	Andrew Hammons	Mesquite Trails	Brooke Winters
Canyon Ridge High School	Lisa Goble	Mojave High School	Anson Ruiz
Eucalyptus Elementary	Dan Miller	Oxford Academy	Dustin Goode
Hesperia High School	Patrick Frost		/Kevin O'Reilly
Hesperia Jr. High School	Faysel Bell	Ranchero Middle School	Matthew Bales
Hollyvale Elementary	Cheryl Cope	Sultana High School	Shannon Hansen
Joshua Circle Elementary	Jennifer Sueppel	Mission Crest Elementary	Melissa Escarzaga
Juniper Elementary	Jim Duncan	Topaz Elementary	Darla Johnston
Kingston Elementary	Larry Heywood	Instructional Services	Russ Munyan, Co-Chair
Lime Street Elementary	Mary Rivers	Information Technology	James Lincoln, Co-Chair

3. Curriculum

Hesperia Unified School District continues to be actively engaged in incorporating technology within its academic program. The focus has been on the acquisition of equipment and the supporting network. The previous plan concentrated on the structure of technology and increasing technological skills of students and staff, rather than integrating technology with curriculum to support and improve student achievement. Although the majority of research has shown that technology does not directly impact student achievement, research indicates technology has positive effects when appropriately integrated into the curriculum. It is the belief of the committee members and many others throughout HUSD that appropriate and considerate integration of technology enhances critical thinking skills and can have an impetus on student achievement, resulting in an increase in student test scores and HUSD's Academic Performance Index (API).

3A. Current Student and Teacher Access:

All classrooms in the District have access to the Internet through the district's WAN. Most classrooms have at least one Internet capable computer. The district is working towards a 10:1 student to computer ratio; however, about half of the computers in the district are 3 years old or older. All of our schools have student labs that are accessible before, during, and after school hours to varying degrees. Teachers have access to Internet capable computers as needed.

At the elementary level, students have access to the computer lab one to two times per week and access to 1- 4 computers in their classrooms. At most elementary sites, the majority of computers are over 3 years old, most of which are the computers in classrooms. At the middle school level, most of the computers are in the elective computer classrooms. Each school has 2 labs for this purpose, with computers that are 3 years or older. Additionally, there is a "sign-up" lab available to classes to utilize as needed. At the high school level, utilizing Digital High School funds, there are multiple labs for student use. Although 2 labs at each comprehensive high school are utilized for technology elective classes, each site also has a "sign-up" lab. Additionally, there are 3 labs utilized by various core curricular areas for specifically designated projects throughout the year. The computers at the high school vary in age from 1 to 4 years old. Students have access to the computer labs before and after school to varying degrees at each site. Our After School Activity Program also provides access to the school's labs.

Please see Appendix 6 – California Technology Survey – Summary for a complete listing of hardware.

3B. Current Technology Use:

All schools and the district office abide by the Hesperia Unified School District Acceptable Use Policy (see AUP Appendix 1) and the guidelines of the Children's Internet Protection Act (CIPA). The District is CIPA compliant. The District has in place and enforces the use of an Internet Protection Measure supported by County Schools and 8e6 Technologies. All schools require and enforce the use of the District's Student Acceptable Use Policy. In addition, all Internet traffic is monitored by a Vericept

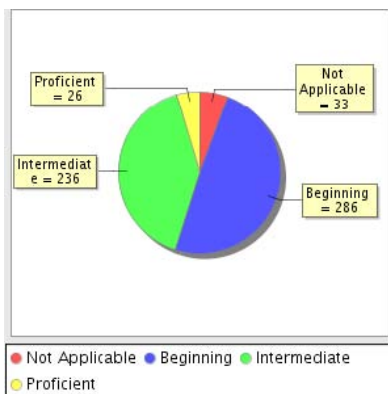
Monitoring Server to track Internet use that is not blocked by the 8e6 Technologies filter. A caching server is reviewed weekly to further determine acceptable use of the District's network. This caching server is also used to block other sites deemed to be inappropriate.

The CIPA compliant Board Policy and Regulations were adopted in April 2003. The Board Policy regarding Student Use of Technology is BP 4148a and BP 6163.4a and the Board Regulation regarding Student Use of Technology is AR 4148a and AR 6163.4a.

The district has developed standards for support of software throughout the district. In the core curriculum areas our schools use the following software:

Elementary:	Middle Schools:	High Schools:
<ul style="list-style-type: none"> • Accelerated Reader • Accelerated Math • STAR Reading • STAR Math • Internet research • Microsoft Office suite for teacher and some student presentations • Typing skills • Webpage design • Email • Grading programs • CAI • SASI • Core Instructional Materials Software 	<ul style="list-style-type: none"> • Accelerated Reader • Accelerated Math • STAR Reading • STAR Math • My Access! • Inspiration • Microsoft Office suite for teacher and some student presentations • Instructional Software (Science, Math, Language Arts, Typing) • CAI • SASI • Webpage design • Core Instructional Materials Software 	<ul style="list-style-type: none"> • Microsoft Office suite for teacher and some student presentations • Internet research • Electronic Student Response Systems • SAT/ACT Prep • Plato • Read 180 • Inspiration • Accelerated Reader • Accelerated Math • STAR Reading • STAR Math • Grading programs • SASI • Webpage design • Core Instructional Materials Software

Chart 1:



Data was gathered from the Ed Tech Profile Survey completed in the spring of 2008. 70% (591 of 847) of our certificated teaching staff completed the survey. Following is a summary of their responses:

The first chart (Chart 1) shows the current use of technology by teachers in the classroom. A large percentage of our responding teaching staff uses technology at a beginning level with students.

The next chart (Chart2) shows how often and in what subject areas teachers use technology for instruction. More than 25 % of our teaching staff utilizes technology in various curricular areas. Mostly, technology is utilized in the areas of Language Arts and Math. The committee feels that this is mainly due to the amount of time spent daily in these subject areas as well as the district

wide use of Accelerated Reader, Accelerated Math, STAR Reading and STAR Math. Teachers also utilize technology in “centers”, where there is an abundance of remedial software available in these subject areas. Teachers also create materials and utilize online resources for instruction as well as create presentations utilizing software such as PowerPoint based presentation devices regularly in classroom instruction, but still not to a high degree. The committee felt that the responses were inflated for computer usage as teachers consider creating materials and utilizing online resources computer usage, which accounted for the higher numbers. Finally, the comparison between 2005 and 2008 is included to demonstrate that infusion of technology in the classroom by teachers is continuing to increase across the district. The committee believes this is mostly due to the efforts of our Technology Committee and the emphasis each representative brings at their site by encouraging greater use of these tools.

Chart 2:

How often and in what subject areas teachers use technology tools for instruction:	Reading /Lang. Arts 2008	Reading /Lang. Arts 2005	Math 2008	Math 2005	Science 2008	Science 2005	History/ Social Science 2008	History/ Social Science 2005
Daily	27%	20%	17%	13%	7%	5%	7%	3%
2-4 days a week	24%	19%	24%	18%	13%	9%	13%	9%
Between once a week and monthly	20%	24%	21%	22%	25%	18%	23%	19%
Less than monthly	7%	9%	9%	10%	16%	17%	18%	19%
Never	4%	9%	7%	12%	10%	20%	11%	20%
Not Applicable	19%	21%	22%	25%	29%	33%	28%	32%
Total Responses	553	733	551	733	551	731	550	728

3C. Curricular Goals and Academic Content Standards:

The Hesperia Unified School District will use instructional strategies based on the California State Standards and assist students to meet or exceed state content performance standards as demonstrated by all schools attaining API growth targets and AYP goals each year for all students and sub-groups. The areas of Language Arts and Math are key focus areas for this technology plan.

The District wrote “Curriculum Pacing Plans” for each of the core subject areas. The Pacing plans are a logical sequential way of teaching the California State Standards in math, language arts, social studies and science in grades K-12. This provides a consistent way of addressing the defined list of skills and content material mandated by the State and are designed to be used to develop units of instruction the clearly define what will be taught. The corresponding Benchmark assessments are based upon the logical sequence of skills developed by our teachers. These common assessments are given periodically throughout the year and used by teachers to measure student understanding. The Pacing Plan and Benchmarks provide consistency of curriculum across the District, frequent and consistent feedback, and ensures that all students have equal access to the same curriculum.

The District's ExCEL model assists students through the use of Learning Centers and scaffolded groups for Language Arts and Math. Remedial assistance and Enrichment activities extend the teaching of the California State Content Standards to help ensure that "No Child Left Behind" will be a true statement in Hesperia.

Previously, the District was a recipient of a Technology Literacy Grant. "Operation BLAST" (Best Lessons Aligned to Standards and Technology) teachers in the district wrote "Units of Practice" for grades 4 through 8, developing over 500 math and language arts lessons aligned to California State Content Standards that have a technology component. Teachers in the district have utilized these lessons on a limited basis, mostly due to lack of technology access/hardware. As teachers become more proficient at utilizing technology in the classroom and integrating into the curriculum, these lessons will become an invaluable resource. Most recently, the secondary schools have expanded their computer labs and use of support software, specifically in the areas of math and English remediation. Additionally, both high schools have implemented support classes for students not passing the CAHSEE, utilizing CAHSEE test preparation software as the centerpiece.

The District's LEA Plan has 5 goals for improvement:

Performance Goal 1: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014.

Performance Goal 2: All limited-English-proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: By 2009-10, all students will be taught by highly qualified teachers

Performance Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

Each of these goals has a specific action plan to improve educational practice, which includes appropriate utilization of technology.

3D. Goals and Implementation Plan for using technology to improve teaching and learning:

Curriculum Action Plan		
All District Sites	Component: TECHNOLOGY	3D
<p>Long Term / Intermediate Goal(s) for Improving Student Achievement: (from LEA Plan) GOAL 3D: All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics, by 2013-2014. Student groups participating in this goal: All Performance gains expected for these students: Students will meet API and AYP requirements each year. Means of evaluating progress toward this goal: 60% of students will complete required assignments Group data needed to measure academic gains: Ed Tech Profile Teacher and student survey results</p>		<p>Person Responsible: Russ Munyan, Coordinator II Curriculum & Technology</p>
<p>Objective(s)</p> <ul style="list-style-type: none"> 1.1 By June 30, 2012, 60% of students will construct, publish and present projects using developmentally appropriate technology tools and software. 1.2 By June 30, 2012, 60% of students will use technology hardware and software for problem solving, decision-making and gathering data. 1.3 By June 30, 2012, 60% of students will use technology to provide oral and written literary responses and analysis of grade-level appropriate texts. 2.1 By June 30, 2012, 60% of students will solve mathematical problems using age-appropriate technology hardware and software. 2.2 By June 30, 2012, 60% of students will use technology hardware and software to gather, analyze and make decisions about data. 		

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards: Teachers will implement the following Grade Level Specific Activities that incorporate technology into the core curriculum, by June 30, 2012, 60% of all students will:</p> <p>First Grade: Develop a short non-fiction story. Students will create an illustration. (Writing 1.1, 1.2, 2.1)</p> <p>Second Grade: Write a friendly letter. Students will illustrate a math problem. (Writing 1.1, 2.1, 2.2, Algebra 1.0)</p> <p>Third Grade: Write an autobiography or research project with illustrations or pictures using a word processing program. (Writing 1.1, 2.1 and 2.2)</p> <p>Fourth Grade: Create and present a multimedia report on missions, Spanish explorers, the Gold Rush, or early California that integrates illustrations, sound, or video. Students will also use multimedia encyclopedias and the internet as research sources. (Writing 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, 2.3; Listening/Speaking 2.2)</p> <p>Fifth Grade: Create and present a multimedia presentation on Colonial America, the Founding Fathers, the creation of the Constitution, or Revolutionary War. Students use electronic sources for research, including the internet. Power Point presentation will have illustrations, sounds, and video clips. (Writing 1.3, 1.4, 1.5, 1.6, and 2.3 Listening/Speaking 2.2 Social Studies 5.4, 5.5, or 5.6 (depends on project)</p> <p>Sixth Grade: Create an informational webpage about a civilization (report or project), complete with links that can be posted on the school's web site. Students will use electronic resources, including the internet as sources in their research. (Writing 1.4, 1.5, 1.6, & 2.3 Listening/Speaking 2.2 Social Studies 6.2, 6.3, 6.4, 6.5, 6.6, 6.7)</p> <p>Seventh Grade: Write a persuasive composition or autobiographical narrative</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers</p> <p>2009-10= 20%</p> <p>2010-11= 40%</p> <p>2011-12= 60%</p>	<p>Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title I, SI, EETT</p>

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>utilizing pre-writing and revision strategies and electronic rubric scoring and feedback (Writing 2.1, 2.4) Write research reports that will incorporate the formatting concepts of quoted and paraphrased information, and bibliographical citations. Students will utilize multimedia encyclopedias, materials and the Internet for research sources. (Writing 2.3) Students will utilize presentation software for cross-curricular presentations. (WOL 2.3, 2.4) Eighth Grade: Write a persuasive composition or autobiographical narrative utilizing pre-writing and revision strategies and electronic rubric scoring and feedback (Writing 2.1, 2.4) Write research reports that will incorporate the formatting concepts of quoted and paraphrased information, and bibliographical citations. Students will utilize multimedia encyclopedias, materials and the Internet for research sources. (Writing 2.3) Students will utilize presentation software for cross-curricular presentations. (WOL 2.3, 2.4) Ninth Grade through Twelfth Grade: Students will utilize word processing, multimedia presentation software, and the internet in cross-curricular projects in English, Social Studies, Science, and Math. This project based learning will occur as part of the houses/academies activities and structures. (Reading 2.2, 2.3, 2.4, 2.6, Writing 1.3, 1.7, 1.8, WOL 2.1, 2.2, 2.5, 2.6)</p>				
<p>Improvement of instructional strategies and materials: Teachers will implement the Grade Level Activities that incorporate technology use and application. Computers and technology will be available to students and teachers as needed, either in classrooms, computer labs, libraries or carts. Appropriate software will be purchased and maintained to allow students to complete technology enhanced projects. Teachers will receive assistance to incorporate technology as a</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers</p> <p>2009-10 = 40% 2010-11= 60% 2011-12= 80%</p>	<p>Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title I, SI, EETT</p>

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
learning tool in the classroom through coaching, modeling and collaboration activities				
<p>Extended learning time: Our after school programs including our After School Activity Program (ASAP) and FLAIR will also provide additional after hours access to students. The parent component of our English Language Learner Program “FLAIR” (CBET) helps parents with learning English and provides access to technology during the sessions.</p>	Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers	Staff, Appropriate and necessary hardware and software		Hourly Intervention, Title III, CBET
<p>Increased educational opportunity: Appropriate and considerate integration of technology enhances critical thinking skills and can have an impetus on student achievement. Technology can enhance instructional practices and provide many wide-ranging resources to students and staff.</p>	Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers	Appropriate and necessary hardware and software, Support personnel to maintain and assist.		Title I, SI, EETT
<p>Staff development and professional collaboration: Staff will be trained in using the specific software and how to assist students in its use as well as integration into the curriculum, by specific grade level, including: word processing, Presentation software, internet research, basic webpage design. During Collaboration Wednesday, teachers will share lessons and student progress Staff will be trained to effectively utilize the GroupWise software and on proper email etiquette. Site representatives, or site “web designee”, will be trained by information management personnel to utilize webpage templates. By June 30, 2012, all teachers and support staff will be trained and will use the new Grade Book software, and report card templates.</p>	Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers 2009-10 = 75% 2010-11 = 85% 2011-12 = 90%	Appropriate and necessary hardware and software, Support personnel to maintain and assist.		Title I, SI, EETT, “Buybacks”
<p>Involvement of staff, parents and community: By June 30, 2012: All staff will utilize the district email system (GroupWise) to improve communication within the site and with parents, especially in the area of student achievement. Calendaring will enable staff to schedule meeting and appointments more efficiently</p>	Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers, Parents, community	Staff, training expenses		Title I, SI, EETT

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Site website templates will be used to allow sites to dynamically update district and site information such as calendars, lunch menus, staff listings, contact information, email links, and course information. Secondary sites will utilize “EdLine” technology to keep parents and the community informed of student information and progress.</p> <p>All teachers and support staff will be trained and will use the new Grade Book software, and report card templates and EdLine.</p>	<p>members</p> <p>Sept 2006 = 60%</p> <p>Jan 2007 = 100%</p>			
<p>Auxiliary services for students and parents: Our CBET and Adult Education programs provide opportunities for parents to learn and utilize technology to assist students.</p> <p>Additionally, the district works with the City of Hesperia and the Parks and Recreation Department to provide Internet services to the community</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers, Parents, City & Parks and Recreation Reps</p>	<p>Staff, appropriate and necessary hardware and software</p>		<p>Hourly Intervention, Title III, CBET</p>
<p>Monitoring program implementation and results: Continue to analyze District and State student assessment data for student growth in meeting the State and District standards. Analyze the results of the Ed Tech Profile in conjunction with student assessment data analysis Analyze the results of the Student Ed Tech Profile assessment Yearly completion of Ed Tech Profile by teachers, administrators and students. Yearly completion of the California Technology Survey Compilation of Professional Development reports and surveys. Yearly report to Technology committee on progress.</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers, Director Curriculum & Assessment</p>	<p>Staff, appropriate and necessary hardware and software Ed Tech Profile assessment – staff and students</p>		

See Appendix 2 Information Literacy Skills (From the *English-Language Arts Content Standards* and *History-Social Studies Content Standards*) for references to Content Standards.

See Appendix 3 Technology Skills Standards (From the International Society for Technology in Education *Technology Foundation Standards for Students*)

3E. Goals and Implementation Plan for acquisition of technology and information literacy skills:

Curriculum Action Plan

All District Sites

Component:

TECHNOLOGY

3E

Long Term / Intermediate Goal(s) for Improving Student Achievement:

Goal 3E: All students will become effective users of technology.

Student groups participating in this goal: All

Performance gains expected for these students: Students will meet API and AYP requirements each year.

Means of evaluating progress toward this goal: 60% of students will complete required assignments

Group data needed to measure academic gains: Ed Tech Profile Teacher and student survey results

Person Responsible: Russ Munyan,
Coordinator II Curriculum &
Technology

Annual Objective(s)

3.1 By June 30, 2012, 60% of students will identify the parts of technology and their usage.

3.2 By June 30, 2012, 60% of students will demonstrate their ability to perform computer operations using appropriate grade-level hardware, software and online resources.

3.3 By June 30, 2012, 60% of students will develop grade appropriate information literacy skills through the use of electronic resources.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards:</p> <p>Teachers will implement the following Grade Level Activities to teach each of the following 6 Technology Skills Standards from the ISTE Technology Foundation Standards for Students. These skills and standards will be incorporated in lessons developed according to the standards and activities identified in section 3D. By June 30, 2012, 60% of students will meet the appropriate Technology Foundation Standards: Standards within each category are to be introduced, reinforced, and mastered by students.</p> <p>Technology Foundation Standards for Students:</p> <p>1 Basic operations and concepts</p> <p>➤ Students demonstrate a sound understanding of the</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers</p> <p>2009-10= 20%</p> <p>2010-11= 40%</p> <p>2011-12= 60%</p>	<p>Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title I, EETT</p>

<p>nature and operation of technology systems.</p> <ul style="list-style-type: none"> ➤ Students are proficient in the use of technology. <p>2 Social, ethical, and human issues</p> <ul style="list-style-type: none"> ➤ Students understand the ethical, cultural, and societal issues related to technology. ➤ Students practice responsible use of technology systems, information, and software. ➤ Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity. <p>3 Technology productivity tools</p> <ul style="list-style-type: none"> ➤ Students use technology tools to enhance learning, increase productivity, and promote creativity. ➤ Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works. <p>4 Technology communications tools</p> <ul style="list-style-type: none"> ➤ Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. ➤ Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences. <p>5 Technology research tools</p> <ul style="list-style-type: none"> ➤ Students use technology to locate, evaluate, and collect information from a variety of sources. ➤ Students use technology tools to process data and report results. ➤ Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks. <p>6 Technology problem-solving and decision-making tools</p> <ul style="list-style-type: none"> ➤ Students use technology resources for solving problems and making informed decisions. 				
<p>Improvement of instructional strategies and materials: Teachers will implement the Grade Level Activities that incorporate technology use and application. Computers and technology will be available to students and teachers as needed, either in classrooms, computer labs, libraries or carts.</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers</p>	<p>Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title I, EETT</p>

<p>Appropriate software will be purchased and maintained to allow students to complete technology enhanced projects. Teachers will receive assistance to incorporate technology as a learning tool in the classroom through coaching, modeling and collaboration activities</p>	<p>2009-10 = 20%</p> <p>2010-11= 40%</p> <p>2011-12= 60%</p>			
<p>Extended learning time: Our after school programs including our After School Activity Program (ASAP) and FLAIR will also provide additional after hours access to students. The parent component of our English Language Learner Program “FLAIR” (CBET) helps parents with learning English and provides access to technology during the sessions.</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers</p>	<p>Staff, Appropriate and necessary hardware and software</p>		<p>Hourly Intervention, Title III, CBET</p>
<p>Increased educational opportunity: Appropriate and considerate integration of technology enhances critical thinking skills and can have an impetus on student achievement. Technology can enhance instructional practices and provide many wide-ranging resources to students and staff.</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers</p>	<p>Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title I, EETT</p>
<p>Staff development and professional collaboration: Staff will be trained in using the specific software and how to assist students in its use as well as integration into the curriculum, by specific grade level, including: word processing, Presentation software, internet research, basic webpage design. During Collaboration Wednesday, teachers will share lessons and student progress Staff will be trained to effectively utilize the GroupWise software and on proper email etiquette. Site representatives, or site “web designee”, will be trained by information management personnel to utilize webpage templates. By June 30, 2012, all teachers and support staff will be trained and will use the new Grade Book software, and report card templates.</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers</p> <p>2009-10 = 75%</p> <p>2010-11 = 85%</p> <p>2011-12 = 90%</p>	<p>Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title I, EETT</p>
<p>Involvement of staff, parents and community: By June 30, 2012: All staff will utilize the GroupWise software to improve communication within the site and with parents, especially in the area of student achievement. Calendaring will enable staff to</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level</p>	<p>Staff, training expenses</p>		<p>Title I, EETT</p>

<p>schedule meeting and appointments more efficiently.</p> <p>Site website templates will be developed which allow sites to dynamically update district and site information such as calendars, lunch menus, staff listings, email links, and course information. All sites will utilize “EdLine” technology to keep parents and the community informed of student information and progress.</p> <p>By June 30, 2012, all teachers and support staff will be trained and will use the new Grade Book software, and report card templates.</p>	<p>Teachers</p> <p>Sept 2009 = 80% Jan 2010 = 100%</p>			
<p>Auxiliary services for students and parents: Our CBET and Adult Education programs provide opportunities for parents to learn and utilize technology to assist students.</p> <p>Additionally, the district works with the City of Hesperia and the Parks and Recreation Department to provide Internet services to the community</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers, Parents, City & Parks and Recreation Reps</p>	<p>Staff, appropriate and necessary hardware and software</p>		<p>Hourly Intervention, Title III, CBET</p>
<p>Monitoring program implementation and results: Continue to analyze District and State student assessment data for student growth in meeting the State and District standards. Analyze the results of the Ed Tech Profile in conjunction with student assessment data analysis Analyze the results of the Student Ed Tech Profile assessment Yearly completion of Ed Tech Profile by teachers, administrators and students. Yearly completion of the California Technology Survey Compilation of Professional Development reports and surveys. Yearly report to Technology committee on progress.</p>	<p>Coordinator II Curriculum & Technology, Site Administrators, Grade Level Teachers</p> <p>Director Curriculum & Assessment</p>	<p>Staff, appropriate and necessary hardware and software Ed Tech Profile assessment – staff and students</p>		

See Appendix 2 Information Literacy Skills (From the *English-Language Arts Content Standards* and *History-Social Studies Content Standards*) for references to Content Standards.
See Appendix 3 Technology Skills Standards (From the International Society for Technology in Education *Technology Foundation Standards for Students*)

3F Goals and implementation plan for the ethical use of information technology.

Curriculum Action Plan

All District Sites

Component:

TECHNOLOGY

3F

Long Term / Intermediate Goal(s) for Improving Student Achievement:

Goal 3F: All students will be able to 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..

Student groups participating in this goal: All

Means of evaluating progress toward this goal: All students will complete Technology Use Agreement

Group data needed to measure academic gains: Ed Tech Profile Teacher and student survey results

Person(s) Responsible: James Lincoln, Director Information Technology; Russ Munyan, Coordinator II Curriculum & Technology

Annual Objective(s)

1. By June 30, 2012, 60% of students will identify appropriate and inappropriate uses of technology.
2. By June 30, 2012, 60% of students will demonstrate their ability to insert citations and attribute appropriate credit in presentations.
3. By June 30, 2012, 60% of students will develop grade appropriate electronic medium use skills through various lessons and teacher modeling.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Update present Internet Acceptable Use Policy to include copyright, plagiarism, and unlawful downloading. Parents, students, and teachers sign each year.	Director Information Technology, Coordinator II Curriculum & Technology, site administrators September 30, 2009, annually thereafter	None	0\$	
Teacher Technology Leaders attend RIMS CTAP train the trainer Information Literacy/Internet Safety workshop.	Director Information Technology, Coordinator II	Substitute teachers, workshop fees	\$1,500	EETT, Title II

	Curriculum & Technology, site administrators, TTLs Fall 2009			
Teachers will be trained to implement an Information Literacy curriculum, which includes copyright and fair use and ethical uses of technology.	Director Information Technology, Coordinator II Curriculum & Technology, site administrators, TTLs Fall 2009, annually thereafter	Related curricular materials		EETT, General Funds
Students receive lessons on copyright, fair use, plagiarism, and unlawful downloading from classes.	Site administrators, TTLs, teachers Fall 2009, annually thereafter	Related curricular materials		EETT, General Funds
Annually, district will deliver, then evaluate the results of, student surveys for the purpose of determining instructional program modifications to better ensure understanding of copyright and fair use, legal and illegal downloading and P2P file sharing, and avoiding plagiarism.	Director Information Technology, Coordinator II Curriculum & Technology Annually, every spring	Printing surveys		EETT

3G Goals and implementation plan for District Internet Safety and privacy awareness.

Curriculum Action Plan

All District Sites

Component:

TECHNOLOGY

3G

Long Term / Intermediate Goal(s) for Improving Student Achievement:

Goal 3G: All students will be able to apply Internet safety rules, including how to protect their online privacy and avoid online predators when they are using the Internet.

Student groups participating in this goal: All

Means of evaluating progress toward this goal: All students will complete Technology Use Agreement

Group data needed to measure academic gains: Ed Tech Profile Teacher and student survey results

Person(s) Responsible: James Lincoln, Director Information Technology; Russ Munyan, Coordinator II Curriculum & Technology

Annual Objective(s)

1. By June 30, 2012, 60% of students will identify safe and unsafe Internet use behaviors.
2. By June 30, 2012, 60% of students will demonstrate their ability to conduct themselves safely while on the Internet.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
Update present Internet Acceptable Use Policy to include online safety. Parents, teachers, and students sign each year.	Director Information Technology, Coordinator II Curriculum & Technology, site administrators September 30, 2009, annually thereafter	None	0\$	
Teacher Technology Leaders attend RIMS CTAP train the trainer Information Literacy/Internet Safety workshop.	Director Information Technology, Coordinator II Curriculum & Technology, site administrators, TTLs Fall 2009	Substitute teachers, workshop fees	\$1,500	EETT, Title II

<p>Teachers will be trained to implement an Internet Safety curriculum, which includes internet safety, online privacy, and avoiding online predators.</p>	<p>Director Information Technology, Coordinator II Curriculum & Technology, site administrators, TTLs</p> <p>Fall 2009, annually thereafter</p>	<p>Related curricular materials</p>		<p>EETT, General Funds</p>
<p>Students use CTAP IV Cyber-safety resources available online. Students will receive lessons which integrate principles in internet safety throughout the curriculum.</p>	<p>Site administrators, TTLs, teachers</p> <p>Fall 2009, annually thereafter</p>	<p>Related curricular materials</p>		<p>EETT, General Funds</p>
<p>Annually, district will deliver, then evaluate the results of, student surveys for the purpose of determining instructional program modifications to better ensure understanding of internet safety, online privacy, and how to avoid online predators.</p>	<p>Director Information Technology, Coordinator II Curriculum & Technology</p> <p>Annually, every spring</p>	<p>Developing surveys</p>		<p>EETT</p>

3H Appropriate Access for All Students:

Students, including special populations, will have ready access to high-quality, age-appropriate instructional technology and lessons that support the content standards. Every effort will be taken to ensure that the enhancements in learning made possible by the use of technology are available to all students in all district schools, consistent with sound educational practice and in accordance with any applicable IEP and ADA requirements. No student shall be denied access because of gender, age, or grade, ability or socioeconomic level, language differences, handicapping condition, or other exceptionalities. Instead, educators determine what technologically assisted instruction is appropriate for students within the context of their total learning process. Our “Excellence: a Commitment to Every Learner” (ExCEL) model assists students with disabilities and at-risk students through use of Learning Centers and scaffolded groups for Language Arts and Math. This model utilizes technology to assist students in need of remediation.

To address the issues of the “Digital Divide” created by lower socioeconomic status and lack of availability of technology in the community, the Hesperia Unified School District will work closely with the City of Hesperia and the Hesperia Parks and Recreation Department. Computers and Internet access will be made available at the City Library and the Parks and Recreation’s Teen Center, through the district’s Wide Area Network (WAN). Our after school programs including our After School Activity Program (ASAP) and FLAIR will also provide additional after hours access to students. The parent component of our English Language Learner Program “Plaza Comunitaria” helps parents in obtaining a diploma electronically through the Mexican Consulate, learning English and providing access to technology. The District also has set aside funds to maintain seven elementary school Parent Centers with various resources, including several computers with Internet access and Rosetta Stone, a computer program used to facilitate English Language acquisition. Additionally, our Alternative Education Center provides opportunities for Adult Education classes. These courses include: English, Math, Social Studies, Science, and Fine Arts to earn an Adult School Diploma; Basic Skills courses, either on the computer or in traditional classes; and GED Test Preparation. We also refer many students to our local community college, Victor Valley College, as they have an extensive adult education program.

3I Student Record Keeping and Assessment:

Curriculum Action Plan

All District Sites

Component:

TECHNOLOGY

3I

Long Term / Intermediate Goal(s) for Improving Student Achievement:

Goal 3I: All certificated staff will receive training to increase their understanding and use of data to improve student learning.

Person Responsible:

Larry Bird, Director Curriculum & Assessment
 Russ Munyan, Coordinator II Curriculum & Technology

Annual Objective(s)

1. By June 2010, 80% of certificated staff will receive training to increase their understanding and use of data to improve student learning.
2. By June 2011, 90% of certificated staff will receive training to increase their understanding and use of data to improve student learning.
3. By June 30, 2012, all certificated staff will receive training to increase their understanding and use of data to improve student learning.

Description of Specific Actions to Improve Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Alignment of instruction with content standards: Teachers will implement the standards-based pacing plans and benchmarks according to district practice. Teachers will monitor student progress and adjust lessons according to the ExCEL model Teachers will use data to modify lessons and strategies to better meet student needs.</p>	<p>Coordinator II Curriculum & Technology, site administrators, grade level teachers, site data coaches 2009-10= 100% 2010-11= 100% 2011-12= 100%</p>	<p>Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title V, General funds</p>
<p>Improvement of instructional strategies and materials: Teachers will use core adopted materials as specified in the district pacing plans. Data analysis will be utilized to modify instruction</p>	<p>Admin, Staff 2009-10 = 40% 2010-11= 60% 2011-12= 80%</p>	<p>Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title V, General funds</p>

<p>Extended learning time: Students will be provided additional instruction during ExCEL, FLAIR, and re-teaching opportunities.</p>	<p>Coordinator II Curriculum & Technology, site administrators, grade level teachers, site data coaches</p>	<p>Staff, Appropriate and necessary hardware and software</p>		<p>Hourly Intervention, Title III, CBET</p>
<p>Increased educational opportunity: Students will be provided grade level instruction in a scaffolded environment, as well as given opportunities for re-teaching.</p>	<p>Coordinator II Curriculum & Technology, site administrators, grade level teachers, site data coaches</p>	<p>Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title V, General funds</p>
<p>Staff development and professional collaboration: All Certificated staff will be trained to access data in the district system.</p> <p>District technology committee will identify two or three staff members per site to serve as data coaches for their site or department.</p> <p>Data coaches will receive training to increase their ability to understand and use data, as well as to facilitate discussions within their site or department about student achievement data (coaching, mentoring, adult learning theory, assessment literacy, using data-driven decision-making to inform instruction)</p> <p>Data coaches and site administrators provide training in assessment literacy, facilitate site and department analysis of data, and help teachers connect data analysis to instructional change</p> <p>Data coaches will receive training to increase their ability to support teachers within their site or department to</p>	<p>Coordinator II Curriculum & Technology, site administrators, grade level teachers, site data coaches</p> <p>2009-10 = 75%</p> <p>2010-11 = 85%</p> <p>2011-12 = 90%</p>	<p>Staff, Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title V, General funds</p>

<p>communicate effectively about student achievement (coaching, mentoring, adult learning theory, student conferencing, parent involvement in goal-setting)</p> <p>Data coaches and site administrators provide training for new staff in assessment literacy, facilitate site and department analysis of group and individual data, and help teachers communicate with students and families about achievement using electronic and other resources.</p>				
<p>Involvement of staff, parents and community: Teachers and administrators will be able to provide parents with an accurate assessment of student progress utilizing electronic report cards, web based information portals including email, school and teacher web pages with contact information, and EdLine.</p>	<p>Coordinator II Curriculum & Technology, site administrators, grade level teachers, site data coaches Sept 2009 = 80% Jan 2012 = 100%</p>	<p>Staff, training expenses</p>		<p>Title V, General funds</p>
<p>Auxiliary services for students and parents: N/A</p>				
<p>Monitoring program implementation and results: Continue to analyze District and State student assessment data for student growth in meeting the State and District standards. Data coaches will complete periodic reports addressing the scope and depth of conversations about using data to improve the instructional program.</p>	<p>Coordinator II Curriculum & Technology, site administrators, grade level teachers, site data coaches, Director Curriculum & Assessment</p>	<p>Staff, appropriate and necessary hardware and software Ed Tech Profile assessment staff and students</p>		

3J Accessibility to Parents:

All District Sites	Curriculum Action Plan Component: TECHNOLOGY	3J
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<p>Long Term / Intermediate Goal(s) for Improving Student Achievement: Goal 3J: To promote positive communication between home, school, parents and the community.</p>	<p>Person Responsible: Russ Munyan, Coordinator II Curriculum & Technology</p>
<p>Annual Objective(s)</p> <p>5.1 By June 30, 2012, 100% of all teachers, administrators and district personnel will use district technology resources to reduce the amount of time spent on administrative tasks, increasing two-way parent communication through electronic resources.</p> <p>5.2 By June 30, 2012, 100% of all teachers, administrators and district personnel will use electronic communication to elicit open communication between parents and the school.</p> <p>5.3 By June 30, 2012, 100% of all teachers, administrators and district personnel will use technology to keep parents and the community apprised of school events, school services, student resources and student achievement.</p>	
<p>Action Plan:</p> <p>Please see appropriate actions in Sections 3D, 3H, and 3I under sub-heading “Involvement of staff, parents and community”</p>	

3K. Process to Monitor Implementation:

The Curriculum Section will be monitored by the Director of Curriculum, Instruction and Assessment. At the end of each school year, data regarding the implementation of the Curriculum Section will be collected. This data will be reported to the Assistant Superintendent, who will be responsible for reviewing evaluation data and making recommendations for program modifications.

Please see appropriate actions in Sections 3D, 3G, and 3I

4. Professional Development

4A. Needs and Resource Assessment:

Data was gathered from the Ed Tech Profile Survey completed in the spring of 2008. 70% (591 of 847) of our certificated teaching staff completed the survey. Following is a summary of their responses:

Chart 3 shows average staff proficiency levels, including both teachers and administrators, in various areas of technology. In all areas, our staff has shared, on average that they have intermediate skills or better. The areas of strength include General Computer Knowledge and Skills, Word Processing, and Publishing. The greatest areas of need are Presentation Software, Spreadsheets, and Databases.

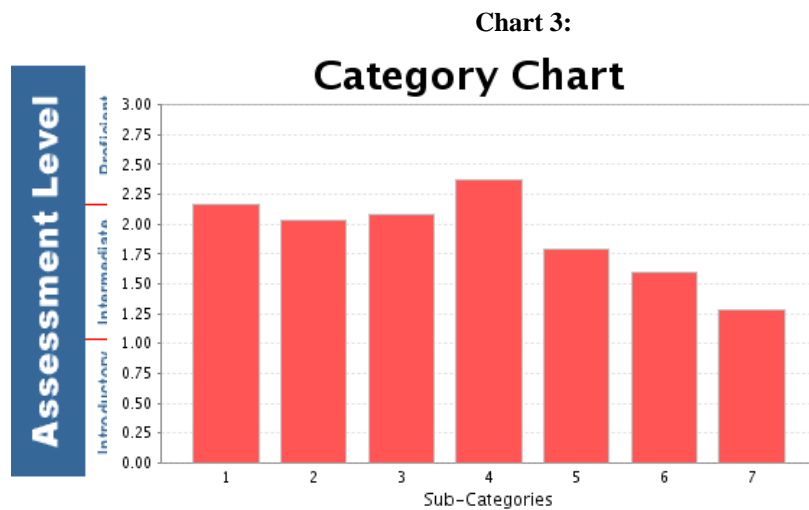


Chart 4 shows how proficient our staff feels about utilizing technology in the classrooms. Most of the staff (49%) feels they are at a “Beginning” level of proficiency and another large percentage (41%) feel as if they have an “Intermediate” level of skill, while only a very small percent (4%) feel that they are

“Proficient”. This is in contrast to the 2005 report for the prior plan in which only 33% put themselves in the top two categories versus 45%. We believe this is a reflection of the many hours of district-wide staff development in technology, especially basic computer/technology skills, but recognize that many teachers still need specific skills and strategies to implement technology throughout the curriculum.

Chart 4:

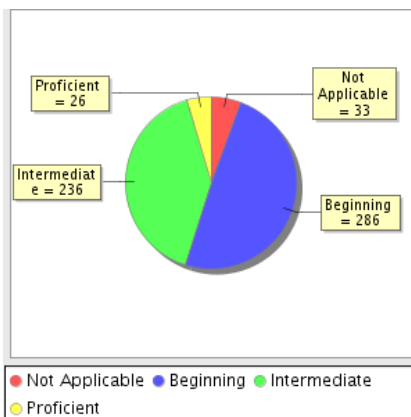
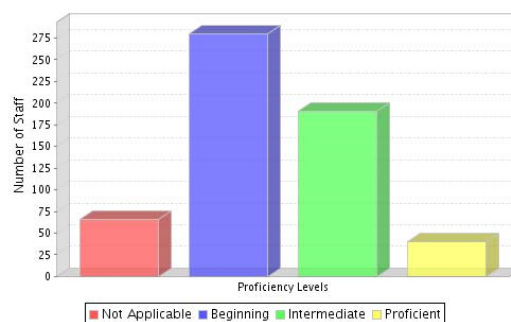


Chart 5:



The vast majority of teachers (89%) have at least a beginning level of knowledge in integrating technology into the curriculum, meaning they have at least “read some research or best practices regarding how to ... integrate technology”, as opposed to no knowledge at all (11%) (Chart 5). We fully recognize this includes a large percentage (48%) responding to the second part of the “Beginning” level question that stated “I am not yet comfortable including technology in my lessons, but use technology for other purposes.” Again, however, the prior plan included the statement that 66% did not feel they had enough information regarding the integration of technology. We believe these results describe a great deal of progress in the last three years in the area of educating teachers and will provide a direction for planning purposes.

4B. Goals and Benchmarks:

Curriculum Action Plan		Component:
All District Sites		
<p>Long Term / Intermediate Goal(s) for Improving Student Achievement: Goal 4B: All certificated staff will be proficient in the technology skills identified in the NETS for teachers, the integration of technology into the standards-based curriculum. All site administrators will utilize technology to more effectively carry out management tasks, including classroom observations and walkthroughs, managing student information, improving home-school communication, and/or disaggregation of student achievement data for the purposes of guiding site conversations about teaching practices.</p>		<p>Person Responsible: Russ Munyan, Coordinator II Curriculum & Technology</p> <p>Please see sections 3D, 3G, and 3I: “Staff development and professional collaboration:” for detailed information</p>
<p>Annual Objective(s)</p> <p>6.1 By June 30, 2012, 90% of all teachers will be able to use, and implement with students, technology to support teaching and learning, including the use of diagnostic, assessment, and management software.</p> <p>6.2 By June 30, 2012, 90% of all teachers will be able to use district-wide instructional resources to support standards based instruction</p> <p>6.3 By June 30, 2012, 90% of all teachers will be able to use technology to individualize learning for all students, including those with special needs, and to provide equitable access to all students.</p> <p>6.4 By June 30, 2012, 100% of all teachers and administrators will be able to use technology to communicate efficiently and effectively with parents and the community.</p> <p>6.5 By June 30, 2012, 100% of all site administrators will be able to use technology in a variety of management tasks.</p>		

Description of Specific Improvements to be Made in Educational Practice	Implementers/ Timeline	Related Expenditures	Estimated Cost	Funding Source
<p>Staff development and professional collaboration: Staff will be trained in using the specific software and how to assist students in its use as well as integration into the curriculum, by specific grade level, including: word processing, Presentation software, internet research, basic webpage design.</p> <p>During Collaboration Wednesday, teachers will share lessons and student progress.</p> <p>Staff will be trained to effectively utilize the GroupWise software and on proper email etiquette.</p> <p>Site representatives, or site “web designee”, will be trained by information management personnel to utilize webpage templates.</p> <p>By June 30, 2012, all administrators, teachers and support staff will be trained and will use the new Grade Book software, and report card and web based portal templates.</p> <p>By June 30, 2012, all administrators and teachers will be trained how to access and properly analyze student achievement data through Data Director and Grade Book software.</p>	<p>Admin</p> <p>Staff</p> <p>2009-10 = 75%</p> <p>2010-11 = 85%</p> <p>2011-12 = 90%</p>	<p>Staff, Appropriate and necessary hardware and software, Support personnel to maintain and assist.</p>		<p>Title I, EETT, Title V, General funds</p>

4C. Process to Monitor Implementation:

The Director of Curriculum, Instruction and Assessment will evaluate and monitor the overall progress of the Staff Development Section. At the end of each school year, will gather data, analyze the program’s progress and report the findings to stakeholders for feedback. This data will be reported to the Assistant Superintendent, who will be responsible for reviewing evaluation data and making modifications as necessary.

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

5A. Existing Technology:

Hardware

Hesperia Unified School District currently has over 4800 computers in classrooms and labs. However, only 1825 of these computers are less than three years old. Only 461 of these are one year old or newer. Most of the district's computers (4000) are connected to the Internet, but many are so old that they don't have enough resources (memory) to run the latest browser software. 20% of the district's computers are in labs. HUSDNet supports multiple platforms, including Mac and PC. About 52% of these computers are Macintosh and 48% are PCs. Generally, the PCs are located at the secondary sites, and the Macintoshes are located at elementary sites.

Our Novell server platform allows both Macs and PCs to use Novell client software and login to district or site servers. Currently, the District is using Dell servers to support its technology infrastructure. The age distributions of the servers is similar to the age distribution of the classroom computers. Over half of the District's 75 servers are more than three years old.

The servers provide access to files, software applications and shared folders in which teachers and administrators may share data, templates, lesson plans, and other teaching aids. Novell servers currently run Mac and PC applications including Plato Integrated Learning, Star Reading and Math, and Accelerated Reading and Math and Read 180.

The District uses Cellular Telephones with Direct Connect (walkie-talkie) features to provide instant communication between school sites, management, and support departments. These phones are typically issued to site administrators, district administrators, support technicians, police officers, maintenance staff, nurses, psychologists, teachers on assignment, and others as deemed appropriate.

Software

HUSDNet provides access to the district's financial system (Financial 2000), GroupWise email, filtered Internet services, student information systems and attendance (SASIXP), testing data (Data Director), web development, and access to the internet for student research and collaboration. These services are provided at the District Office through six Novell servers, and Extreme Network Layer 3 switches. Internet service is provided by the K12HSN.

Every site has at least one Novell server that provides DHCP services, SASIXP student administration software, student folders and student programs such as Accelerated Reader. In addition, the high schools have additional servers dedicated to delivering student content and the Plato Learning, Renaissance Learning or Read 180 programs. Hesperia High School and Sultana High Schools also have Windows 2000 servers dedicated to the SASIXP SQL database.

All new computer purchased are loaded with Microsoft Office and other software needed to support the specific programs at the site. These software programs are referenced in the table on page 8.

Other software packages are hosted via the web. Examples include Data Director, Renaissance Place, certain versions of PLATO and certain versions of Rosetta Stone. The benefits of web

based software delivery have been overwhelmingly positive in terms of giving more students cross platform access to the resources that they need.

Technical Support

Technology equipment is maintained by a combination of district and site level staff. The district's Information Technology department currently consists of a Data System Analyst for Macintosh support and application programming, a Data Systems Analyst for network routers and switches, a Data System Analyst for hardware and software support, a Data Systems Analyst for Student Administration support, Data Systems analyst for telephony and software support, a Web Developer, and a Director. The department provides support for HUSDNet including 30 Novell servers, four Windows SQL servers, six Linux servers, three Windows application servers, 4000 computers, and associated software. The I.T. department works closely with appropriate school site personnel including teacher technology mentors and Computer Learning Specialists (techs) to support school site needs. All computers are purchased with at least three year warranties and supported by the manufacturer during the warranty period. The District's Macintosh computers are maintained and repaired by a Certified Apple Service Provider. These support costs are included in the Information Technology budgets as well as appropriate site budgets.

Infrastructure

In support of curriculum and technology requirements and the goals listed in Section 3, the District has designed and installed a high speed network (HUSDNet), which consists of a wireless Wide Area Network (WAN), 22 school site Local Area Networks (LANs), and LANs at the District Office, nutritional services, maintenance facilities and print shop/warehouse. The wireless WAN consists of point-to-point licensed microwave connections running at 100 Mbps to 155 Mbps. This microwave network is provided as a telecommunications service by Conterra and is subject to a service level guarantee of 99.995%. The network service is used to transport data, Voice over IP (VoIP), and video. The HUSDNet wireless network layout is detailed in the diagram in Appendix 5.

Each site has an Extreme Networks Layer 3 switch that connects site's Local Area Network to the WAN. The LAN at each school site is distributed on a fiber optic cable backbone. Multimode fiber is typically used to interconnect buildings, unless distance limitations require the use of single mode fiber. Campus backbone speeds have been standardized to 1 Gbps across all school LANs. Future LAN backbone upgrades may include 10 Gbps backbones in select locations.

Each classroom is connected to the fiber optic backbone using Category 5, Category 5e or Category 6 Ethernet cables. Extreme Networks or Allied Telesyn Ethernet switches are generally used to provide the connections to the classrooms. Nearly every classroom connection is capable of 100 Mbps connections, and 1 Gbps connections are available in a few classrooms throughout the District. All classrooms at each site have a least one drop for access to HUSDNet. As computers are added in the classrooms, additional drops will be added to provide sufficient drops for a 10:1 student to computer ratio, as well as drops for network printers, wireless access points and other IP devices. Core switches have been added and upgraded to provide Layer 2 and 3 switching at 100 Mbps and 1 Gbps. These switches include Extreme Networks Summit and Black Diamond series switches.

The District uses a 100 Mbps TLS circuit connected to the CA K12 Hi Speed Network for internet services. This TLS circuit is leased through Verizon. Increases to the bandwidth of the

TLS circuit or additional circuits will be installed as appropriate during the term of this Technology Plan. School sites connect to the TLS circuit via the District's Wireless Wide Area Network.

Basic telecommunications needs are provided through the local service provider, Verizon, at local carrier tariff rates. Services include Centrex lines, local long distance, long distance, voice messaging, call blocking, forwarding, frame relay, point to point digital circuits, 800 service, alarm lines, DID, local measured service, and toll charges.

5B. Needs Assessment:

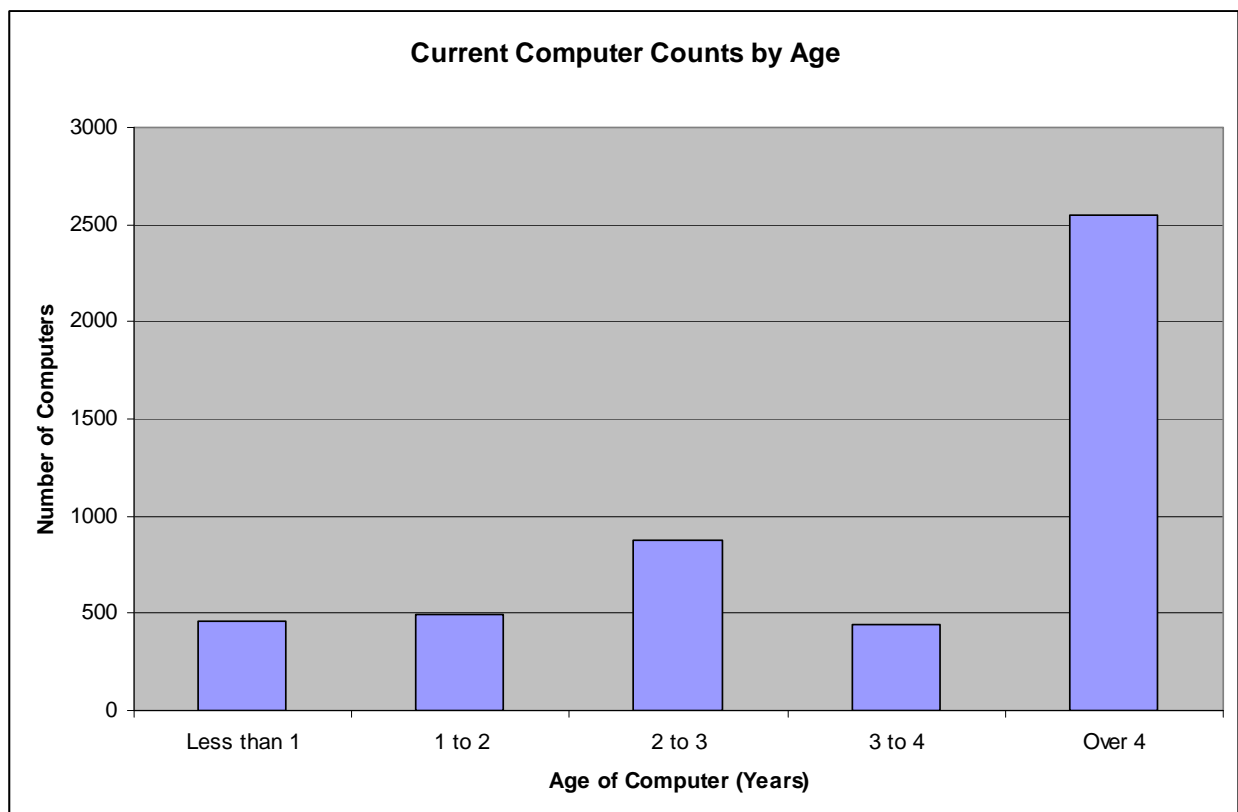
Hardware

As computers and programs are added to the network, current resources will become inadequate. In addition, as technology continues to evolve and its integration into the curriculum grows, HUSDNet will need to increase its bandwidth, services and technical support staff.

Novell servers will be replaced as required based on hardware failure. Whenever possible, legacy client-server based applications should be replaced with web-based equivalents. Operating system software on the servers will be upgraded to Novell's new Open Enterprise Server. The minimum server specification will change each year as server needs expand and technology is enhanced. Server specifications are discussed in Appendix 4.

Classroom computers will be replaced or upgraded and purchased in quantity to eventually meet a 10:1 student to computer ratio. The current minimum hardware specifications for new computers are listed in Appendix 4. These specifications are based on State minimum specifications and the specific needs of resources available through HUSDNet. The minimum specification will be reviewed annually by the Director of Information Systems and updated when appropriate.

While all classrooms in the District have an Internet connection, many computers are more than three years old and must be upgraded or replaced. The diagram below shows the number of computers currently in service, broken out by the age of the machine. In order to offer a 10 to 1 student to computer ratio next year, only counting computers that are newer than three years old, the District would need to acquire 350 new computers and replace 873 computers next year.



Software

Support for the District's Student Information System (SIS), SASIxp, will be discontinued in August of 2010. It is not in the District's best interest to maintain an unsupported, legacy SIS platform. Therefore the District will need to select a new SIS during the period covered by this technology plan.

With the replacement of SASIxp, the District faces an opportunity to migrate away from legacy client-server architectures. Many of the newer student information systems are primarily web based. Likewise, many of the District's instructional applications are available as web based products. Careful selection of technologies will enable a wide range of web based content delivery into District classrooms.

Web based content delivery is advantageous to the District, because it reduces the overall requirements of client workstations. When properly implemented, the ability to run a supported web browser becomes the most relevant specification. Hardware vendors are taking advantage of this opportunity by releasing low cost "netbooks" that are primarily designed to connect to web based infrastructures. Even consumer electronics devices like the iPod Touch are being delivered with increasingly capable web browsers. Using web based technologies "lowers the bar" and allows a wider range of less expensive devices to be useful participants on the network.

Web based technologies also have an impact on service delivery. Rather than maintaining file, print and application servers at every school site, these services can be consolidated and centralized more effectively. Furthermore, it's easier to enable remote access to services that are web based, effectively extending the availability of the District's educational resources.

Technical Support

As the district continues to enhance its network, add computers, and integrate this technology into the daily curriculum, the district recognizes an increased need for technology support. While the district does not have a ratio for determining tech support needs, recommendations for increased support are made annually based on the increase in student and teacher computers, increased use of available bandwidth, and increased use of electronic learning resources such as Plato and Renaissance Learning. The district has determined the following support needs during the next three years. In order to provide a higher degree of customer service, the District needs to implement a service desk that is staffed during school hours. The role of the service desk is incident management, and it will serve as the single point of contact between end users and IT. Staffing for the service desk will require either two part time (6 hrs) employees or a combination one full time and one part time (3.75 hrs) employee. An additional Data Systems Analyst in charge of system deployment is also needed. In order to maintain a five year refresh cycle on PCs, about 800 computers are replaced each year. Although Computer Learning Specialists can handle some of the deployment tasks, there is currently a lack of standardization across the district that would be alleviated by dedicating someone to deployment. A Data Systems Analyst who is responsible for maintaining the server infrastructure would also be needed as we consolidate, virtualize and redeploy hardware. Computer Learning Specialists will be added at the new school sites to provide appropriate site level support

Infrastructure

In order to support future District goals of consolidating and centralizing IT operations, the District is planning to upgrade the WAN to support 1 Gbps connections to each site. The centralization of IT will enable the consolidation of school site servers, simplify application deployment, and decrease electrical costs. A second IT operations center is planned for to provide for disaster recovery and business continuity.

Two new schools, Oak Hills High School and Krystal Elementary School will be added to the existing network at the beginning of the 2009 school year. Connectivity options for new schools have not been determined. In addition, several new schools have been built during the life of the previous plan, including Oxford Academy, Mission Crest Elementary, and Cedar Middle School. These schools were be added to the microwave wireless service as they opened. Although the microwave wireless service meets current needs, more bandwidth will be needed to handle future initiatives.

The Federal E-Rate program will be used to provide eligible switches (internal connections) under the guidelines of the program. When E-Rate funding requests are made to the Schools and Library Division of the FCC, general fund money from the IT budget is set aside to provide the undiscounted portion of funded requests, as well as appropriate training and technical support.

5C. Goals:

Goal 8: Purchase the necessary hardware and software to support the curriculum components and professional development of the Education Technology Plan.

ACTIVITY PLAN

Supporting Action	Grade Level	Year of Plan	Monitoring and Evaluating	Person Responsible	Cost
Upgrade the districts wireless WAN to a service based telecommunications model providing 1 Gbps service at 99.9% guaranteed uptime to each school site and district facility	K-12	2	Information Technology Department will monitor progress.	Director of Information Technology	\$120,000
Evaluate and implement a solution to increase the District's bandwidth for access to County Schools and the CA K12 HSN. Evaluate increase in TLS to 1 Gbps and/or installation of multiple 100mbps connections to CA K12HSN node at Victor Valley College.	K-12	1	Information Technology Department will monitor progress.	Director of Information Technology	\$41,000
Purchase and Install Extreme Summit 450 and Summit 250 or current model 1gbps switches at 3 elementary school sites to provide bandwidth capacity for up to 4 computers and networked printer per classroom. Use E-Rate funds when eligible.	K-12	1	Information Technology Department will monitor progress.	Director of Information Technology	\$40,000
Purchase and Install Extreme Black Diamond and Summit 250 or current model 1gbps PoE switches at Hesperia High School to provide increased bandwidth and Power over Ethernet for VOIP. Use E-Rate funds when eligible.	9-12	2	Information Technology Department will monitor progress.	Director of Information Technology	\$64,000
Purchase and Install Extreme Summit 450 and Summit 250 or current model 1gbps switches at 4 elementary school sites to provide bandwidth capacity for 4 computers and networked printer per classroom. Use E-Rate funds when eligible.	K-6	3	Information Technology Department will monitor progress.	Director of Information Technology	\$36,000
Purchase and Install Extreme Alpine 3808 and Summit 200 or current model 1gbps switches at Rancho Middle School to provide bandwidth capacity for 4 computers and networked printer per classroom. Use E-Rate funds when eligible.	7-8	3	Information Technology Department will monitor progress.	Director of Information Technology	\$22,000
Purchase two new Dell PowerEdge Servers and Novell Open Enterprise Server 2 software to consolidate 15 elementary school site servers.	K-6	2	Information Technology Department will monitor progress.	Director of Information Technology	\$10,000
Continue to provide Cell phones/radios for district wide communication	K-12	1,2,3	Asst. Supt. Of Business, Information Technology Director will monitor effectiveness.	Director of Purchasing	\$40,000

Supporting Action	Grade Level	Year of Plan	Monitoring and Evaluating	Person Responsible	Cost
Purchase one new Dell PowerEdge Servers and Novell Open Enterprise Server 2 software to consolidate 3 middle school school site servers.	7-8	2	Information Technology Department will monitor progress.	Director of Information Technology	\$5,000
Purchase two new Dell PowerEdge Servers and Novell Open Enterprise Server 2 software to consolidate 7 high school site servers.	9-12	3	Information Technology Department will monitor progress.	Director of Information Technology	\$12,000
Expand storage capacity of SAN to accommodate data from consolidated site servers.	K-12	2	Information Technology Department will monitor progress.	Director of Information Technology	\$35,000
Purchase appropriate server hardware to implement new Student Information System	K-12	1	Information Technology Department will monitor progress.	Director of Information Technology	\$90,000
Evaluate and select new Student Information System	K-12	1	Information Technology Department will monitor progress.	Director of Information Technology	\$5,000
Purchase and implement new Student Information System	K-12	1,2	Information Technology Department and Information Technology will monitor progress.	Director of Information Technology	\$250,000
Archive and maintain access to SASI data	K-12	2,3	Information Technology Department and Information Technology will monitor progress.	Director of Information Technology, Info Systems Analysts	\$10,000
Integrate website templates and content management system with new Student Information System	K-12	1	Information Technology Department will monitor progress.	Director of Information Technology	.25 FTE
Assist high schools in implementation and use of web based content management systems integrated with new SIS	9-12	1	Information Technology Department will monitor progress.	Director of Information Technology	
Assist middle schools in completing and updating web templates	7-8	1	Information Technology Department will monitor progress.	Director of Information Technology and designated site personnel	.25 FTE
Assist elementary schools in completing and updating web templates	K-6	1	Information Technology Department will monitor progress.	Director of Information Technology and designated site personnel	.25 FTE

Supporting Action	Grade Level	Year of Plan	Monitoring and Evaluating	Person Responsible	Cost
Assist high schools in developing and completing web templates	9-12	1	Information Technology Department will monitor progress.	Director of Information Technology and designated site personnel	.25 FTE
Develop and submit grant applications to secure funds for the purchase of classroom computers to implement a 10:1 student to computer ratio. Purchase Dell Optiplex Desktop Computers as funds allow.	K-12	1,2,3	Information Technology, Curriculum/Instruction will monitor progress.	Curriculum and Instruction, Information Technology, Technology Committee	
Purchase annual computers and switches in the amount budgeted to move forward toward meeting a 10:1 student to computer ratio. Purchase Extreme 250 series switches as needed and funds are allocated.	K-12	1,2,3	Information Technology, Curriculum/Instruction will monitor progress.	Director of Info Tech, and Coordinator of Curriculum/Instruction	
Develop job description for mid level service desk technicians	K-12	2	Information Technology Department will monitor progress.	Director of Information Technology	\$65,000
Develop and employ full time position coordinate the deployment of new computers and software	K-12	1	Information Technology Department will monitor progress.	Director of Information Technology	\$55,000
Evaluate needs of school sites regarding district wide purchase of Integrated Learning system such as Plato.	K-12	2	Information Tech and Curriculum/Instruction will determine feasibility and effectiveness.	Director of Info Tech, and Coordinator of Curriculum/Instruction	
Evaluate and purchase a centralized implementation of the Renaissance program for Accelerated Reader called Renaissance Place to be utilized by all elementary schools	K-12	1,2	Information Tech and Curriculum/Instruction will monitor	Director of Info Tech, and Coordinator of Curriculum/Instruction	\$18,000
Evaluate options available for network management and monitoring software to enhance network and staff efficiency	K-12	1,2	Information Technology Department will monitor progress.	Director of Information Technology	
Purchase additional network management and monitoring software as appropriate to current needs	K-12	3	Information Technology Department will monitor progress.	Director of Information Technology	\$15,000
Evaluate and purchase desktop management, imaging, patch management, and remote management software and hardware	K-12	1,2,3	Information Technology Department will monitor progress.	Director of Information Technology	\$15,000
Evaluate anti-virus technology for renewal of existing anti-virus software or purchase of new software	K-12	3	Information Technology Department will monitor progress	Director of Information Technology	\$35,000

Supporting Action	Grade Level	Year of Plan	Monitoring and Evaluating	Person Responsible	Cost
Evaluate options related to implementing a web based services platform in order to redeploy older computers as effective network workstations	K-12	1	Information Technology Department will monitor progress.	Director of Information Technology	
Develop Centralized Security protocols for 802.11 access points in centralized locations at school sites and district office to allow fully secured roaming access for laptop computers and PDA's.	K-12	1	Information Technology Department will monitor progress.	Director of Information Technology	\$1,000
Implement web based technology to re-deploy older computers as effective workstations on the network.	K-12	1,2,3	Information Technology Department will monitor progress.	Director of Information Technology	\$80,000
Purchase web based software and services as needed to support integration of curriculum with technology	K-12	2,3	Information Tech and Curriculum/Instruction will monitor	Director of Info Tech, and Coordinator of Curriculum/Instruction	\$20,000
Purchase software and hardware to support service desk support model, including tracking software, config management DB, and remote support tools	K-12	2,3	Information Technology Department will monitor progress.	Director of Information Technology	\$10,000

5D. Monitoring

The Activity plan will be monitored by those listed in each activity section. In addition, those activities that require procurement of equipment and services will be tracked using the District's normal processes. The Director of Purchasing and Director of I.T. will monitor the acquisition and delivery. Equipment will be tagged upon delivery at the warehouse and redelivered to the appropriate site. School site personnel will install computers and software with the assistance of District technical staff when needed. Infrastructure components are scheduled and installed by District staff as appropriate. Schedules are monitored through the I.T. work order system. As more staff is needed to support these goals, staff will be added as described in section 5A and the activity goals. The service desk function will be expanded and will also be used to track the implementation of these activity goals.

Network utilization and performance is monitored using Extreme Networks Epicenter software and a combination of Windows and Linux tools including Snort, Cricket, MRTG, and SNMP. The district's servers are monitored daily through standard Novell management software and SNMP monitoring software.

6. Funding and Cost Estimates:

6A. Needs and Resource Assessment:

The Hesperia Unified School District funds technology needs from a variety of sources including the Information Technology Budget (general fund), Federal E-rate, TSST, grants such as EETT, school site grants, school site categorical funds, and other various school site budgets. The technology needs in the district continue to grow, and funding remains the biggest challenge to meeting the goals of the technology plan, especially during the next couple of years of statewide budget cuts. The district remains committed to its technology goals and will evaluate many methods to utilize its technology funds in the most appropriate and cost-effective manner. In addition, the district and school sites will continue to apply for new grants that will fund purchases of computers, infrastructure equipment, maintenance, and staff and professional development and other services needed to implement the District's plan.

The Federal E-Rate program has provided and we hope will continue to provide up to 84% of the funds needed for basic telecommunications services. Basic telecommunications needs are provided through the local service provider, Verizon, at local carrier tariff rates. Services include Centrex lines, local long distance, long distance, voice messaging, call blocking, forwarding, frame relay, point to point digital circuits, 800 service, alarm lines, DID, local measured service, and toll charges.

The Federal E-Rate program will also be used to provide eligible switches (internal connections) under the guidelines of the program. When E-Rate funding requests are made to the Schools and Library Division of the FCC, Matching funds for approved E-rate projects will be allocated from the Information Technology budget and/or District General Fund as needed. Since district budget development is usually completed prior to E-rate funding approvals, the match allocation for a subsequently approved E-rate project will be met through a budget transfer or amendment to the appropriate department or budget.

E-rate funds may be used together with District funds to purchase additional support services including Novell and network services and support, Macintosh computer repair and support, and wireless networking services and support.

6B. Goals:

The following cost estimates allocate funds to maintain existing hardware, software, infrastructure and support as well as funds for the activity goals outlined in section five (goal 8) of this plan. The cost shown for classified staff in object 2000-2999 is for district level support staff only, including staff discussed in the activity goals. The budget assumes that the cost for a new computer, including software, maintenance, support and related infrastructure cost, will be about \$1,500. In addition, the budget includes costs for current support and supplies that may not be listed in the activity goals. Additional site level support staff may be funded by site discretionary and categorical funds. These expenditures will occur as funds become available.

Cost Estimates

Plan Year	Object of Expenditure Categories	Grant Funds (If Received)	General Fund	E-Rate	Total	Description
1	1000-1999 Certificated Personnel Salaries	\$ 55,000.00			\$ 55,000.00	Existing Staff Stipends for Training: Data coaches, staff and administrator training
1	2000-2999 Classified Personnel Salaries		\$453,000.00		\$ 453,000.00	Existing District Level Staff
1	3000-3999 Employee Benefits		\$122,000		\$ 48,200.00	Existing District Level Staff
1	4000-4999 Supplies and Equipment under \$5000.	\$ 170,000.00	\$85,000		\$ 255,000.00	Includes cost for SIS related hardware upgrades of workstations and switches
1	5000-5999 Services and Other Operating Expenses		\$200,000	\$290,000.00	\$ 490,000.00	Includes costs for technology consulting services, digital circuits, microwave WAN
1	6000-6999 Capitol Outlay		\$175,000.00		\$ 175,000.00	Includes SIS acquisition and implementation costs, servers, and storage
	Year One Totals	\$225,000.00	\$1,035,000	\$290,000.00	\$1,550,000.00	
2	1000-1999 Certificated Personnel Salaries	\$ 55,000.00			\$ 55,000.00	Existing Staff Stipends for Training: Data coaches, staff and administrator training
2	2000-2999 Classified Personnel Salaries		\$550,000.00		\$ 550,000.00	Includes costs for new staff as described in activity goals, less vacant position
2	3000-3999 Employee Benefits		\$148,000.00		\$ 148,000.00	Includes costs for new staff as described in activity goals, less vacant position
2	4000-4999 Supplies and Equipment under \$5000.	\$ 115,000.00	\$80,000.00		\$ 195,000.00	Includes new computer costs funded by grants, and switch upgrades as outlined in activity goals
2	5000-5999 Services and Other Operating Expenses		\$190,000.00	\$300,000.00	\$ 490,000.00	Digital Circuit Cost, Maintenance Services, Consulting needs, microwave WAN
2	6000-6999 Capitol Outlay	\$ 20,000.00	\$175,000.00		\$ 195,000.00	Includes costs for SIS, computer refresh, district servers, and Layer 3 switches
	Year Two Totals	\$190,000.00	\$1,143,000.00	\$300,000.00	\$1,633,000.00	
3	1000-1999 Certificated Personnel Salaries	\$ 55,000.00			\$ 55,000.00	Existing Staff Stipends for Training: Data coaches, staff and administrator training
3	2000-2999 Classified Personnel Salaries		\$561,000.00		\$ 561,000.00	Includes costs for new staff as described in activity goals

3	3000-3999 Employee Benefits		\$150,000.00		\$ 150,000.00	Includes costs for new staff as described in activity goals
3	4000-4999 Supplies and Equipment under \$5000.	\$ 239,000.00	\$85,000.00		\$ 324,000.00	Includes new computers funded by grants, ongoing equipment replacement as described in activity goals
3	5000-5999 Services and Other Operating Expenses		\$200,000.00	\$310,000.00	\$ 510,000.00	Digital Circuit Cost, Maintenance Services, Consulting needs, microwave WAN
3	6000-6999 Capitol Outlay	\$ 20,000.00	\$75,000.00		\$ 95,000.00	Includes costs for new district servers and other capitol equipment
	Year Three Totals	\$314,000.00	\$1,071,000.00	\$310,000.00	\$1,695,000.00	
	Three Year Plan Total	\$1,029,000.00	\$1,813,174.00	\$780,000.00	\$4,878,000.00	

6C. Replacement Policy:

1. Replacement of Equipment:

The Information Technology department deems equipment as non-supported when repair costs exceed the about 75% of the equipment value, or when the equipment cannot run the required software, or the equipment is six years old or older.

Understanding that equipment should be replaced or upgraded on a regular and consistent basis, computer and network equipment will follow these guidelines:

- Classroom computers will be replaced on a three to five year cycle as funds allow. Older computers, which still have working components, will be made available to either use thin client terminal services or strictly web based applications.
- District and District operated Novell servers will be replaced on a minimum three-year cycle as funds allow. If servers can be retired or consolidated, that is an acceptable alternative to replacement. Older servers will be used as image servers, backup servers, or other appropriate workstations.
- Additional site servers will be replaced on a three-year cycle as funds allow. Again, consolidation is a viable option in lieu of replacement.
- Network active components including switches and routers will be replaced or upgraded as bandwidth needs expand. District staff will monitor LAN and WAN utilization and make appropriate recommendations.
- Network equipment replaced at the core will be reused as edge switches or classroom switches where appropriate.
- Equipment will be replaced by following the customary purchasing procedures for the purchase of technology equipment.

2. Obsolete Equipment

When computer and network equipment no longer meets the needs of a specific site, it will be utilized at other sites if appropriate. For example, if a large core switch is no longer large enough to meet the needs of a high school, it may be moved to one of the smaller schools if suitable to meet that site's needs. If the equipment is no longer suitable anywhere in the district, or is no longer a functional unit, it will be declared surplus by the Board, and offered to other districts, or sold to appropriate bidders. Monitors and computers will be traded in on new systems or sent to an authorized hazardous waste disposal site. All obsolete equipment will be disposed of according to Federal, State, and Local laws and regulations, and District policy.

3. Monitoring

The Director of Information Technology will monitor and evaluate the replacement policy and guidelines and make modifications as necessary.

6D. Monitoring and Evaluation:

The process of monitoring the above budget is primarily the responsibility of the Director of Information Technology, and those mentioned under monitoring and responsibility in the Activity Goals section 5C. General fund budget monitoring is part of an ongoing process to manage the overall technology needs in the district. As grant funds are received, they will be monitored by a combination of Curriculum and Instruction staff, who coordinate grants for the district, the Information Technology department, and specific site staff as appropriate to the grant.

7. Monitoring and Evaluation

7A. Evaluation of the Impact of Technology on Student Learning

District and state assessment data are currently shared with the Board of Trustees and principals as soon as available in the late summer and early fall. Data is analyzed for student growth in meeting curriculum standards, including API and AYP growth targets. This data will also be reviewed to identify growth in curriculum areas where technology has been an integral part of the curriculum, during class time and before and after school.

The State Technology Survey, as well as the Ed Tech profile survey, will be used to help assess the implementation of the plan. In addition, specific data as previously noted, will be collected and reviewed according to the plan. The District Technology Committee will review data based on the technology goals and benchmarks and, in conjunction with the state surveys, will give us data on how the implementation is progressing.

Using state test data and District Benchmark assessment data will monitor the impact on student learning in the attainment of curriculum goals. These assessments are used in determining at risk students and planning interventions to help them meet curricular goals. These data are analyzed for all schools and can easily be used to look at the impact of technology on programs. These data are also valuable for planning the use of technology to assist in areas where students are not meeting District curriculum goals.

See Sections 3D and 3E.

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

Action Plan and Benchmarks

- Continue to analyze District and State student assessment data for student growth in meeting the State and District standards at least annually and as requested.
- Analyze the results of the Technology Use Survey section of Ed Tech Profile assessment in conjunction with student assessment data analysis at least annually and as requested.
- Report these the evaluation results annually to the District Technology Committee and the School Board

The following table shows the activities, responsibilities and annual objectives to meet the above benchmarks:

Activities	Responsibility
1. Review the school's single plan for student achievement and how they were implemented and site suggestions for changes.	David McLaughlin, Director of Information Technology
2. Compare the pre and post training Ed Tech Profile assessment results for growth at least annually.	Russ Munyan, Coordinator II, Curriculum & Technology
3. Using the State Technology Survey, completed by each school site, to assess the use of technology in the curriculum and the type of use.	David McLaughlin, Director of Information Technology Russ Munyan, Coordinator II, Curriculum & Technology
4. Utilize a District survey, based on the technology plan, which	David McLaughlin, Director of Information Technology

Activities	Responsibility
complements the state survey and provides more information about the implementation of the District plan. Include the use of technology for projects, video, multimedia, probe ware and others.	Russ Munyan, Coordinator II, Curriculum & Technology
5. Analyze the results of the District survey to prepare data on the implementation of the technology plan.	David McLaughlin, Director of Information Technology Russ Munyan, Coordinator II, Curriculum & Technology
6. Analyze student assessment data for progress in meeting District and State curriculum goals and relate to the use of technology for program improvement.	Mark McKinney, Director of Curriculum & Assessment
7. Share results of student assessment data analysis with principals, the Board of Trustees and District administrators.	David McLaughlin, Director of Information Technology Russ Munyan, Coordinator II, Curriculum & Technology
8. Publish the District Technology Plan on the District Web Site.	David McLaughlin, Director of Information Technology
9. Monitor expenditures of technology funds for adherence to the District Technology Plan.	David McLaughlin, Russ Munyan, Coordinator II, Curriculum & Technology

7C. How Information will be used to Monitor and Evaluate

The information obtained through the monitoring and evaluation process will be used to update the technology plan and to inform decision makers and stakeholders so that decisions in funding, training and support can be made. The use of all technologies, including video, probe ware, multimedia and instructional television will be included in this monitoring process. The plan will be monitored to ensure E-rate compliance.

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

Progress towards the implementation of the new student information system, the use of grade books and electronic report cards will also be evaluated and monitored on an annual basis by Instructional Services. Results will be reported to the Superintendent and other stakeholders.

After implementation data has been gathered, the District Technology Committee will meet to review the data and make suggestions for revisions in the plan. The District Technology Plan is a living document, so that ongoing evaluation is imperative to make best use of technology in the schools.

Information will be shared with the District Superintendent and the Board of Trustees so that plans can be made for technology in the future. This information will also be presented to principals at a principal meeting each spring. Principals will review this information with site technology personnel so that modifications can be made to individual School Technology Action Plans for the next year.

Information Technology will review the data collected and use it to improve and analyze department services and plan for future needs.

8. Effective Collaborative Strategies With Adult Literacy Providers To Maximize The Use Of Technology

The Hesperia Unified School District is committed to providing learning opportunities for all members of the community. HUSD strives to provide the greatest opportunities to use the technology purchased through site and district-level funding, to all levels of learners, both adult and school-aged. Technology available for student use during the school day is currently available for community use in the evenings through district-sponsored programs.

The major Adult Literacy Provider for the Hesperia community is the HUSD FLAIR and STOP programs, funded by the state's Community-Based English Tutoring (CBET) program. Additionally, the Alternative Education Center provides adult education classes, which include English, Math, Social Studies, Science, and Fine Arts to earn an Adult School Diploma; Basic Skills courses, either on the computer or in traditional classes; and GED Test Preparation. All of the adult education programs are supported by the appropriate use of technology. The programs utilize site-level technology as provided by various site- and district-level funds, including Adult School ADA and CBET funding.

To ensure that the district addressed, and continues to address, the technology needs of the adult education programs, the Program Specialist for the CBET program was an active participant in the development of this Educational Technology Plan and will continue to be an active member of the committee as the Plan is evaluated, modified, and up-dated.

The HUSD is also committed to addressing the issues of the "Digital Divide" created by lower socioeconomic status and lack of availability of technology in the community. To this end, the Hesperia Unified School District is working closely with the City of Hesperia and the County of San Bernardino to develop a community library facility. The district will provide community-wide access to technology tools and infrastructure in support of the program, now in final development. Ninety-two percent of respondents to the community needs assessment indicated that this was "very important". As such, the Joint Use Cooperative Agreement indicates a goal to "provide resources and services to patrons of all ages to enable them to enhance their personal, recreational, and lifelong learning opportunities."

9. Effective, Researched-Based Methods, And Strategies

9A Relevant Research and Effective Practices

The reality of limited time and funds necessitate that all programs and practices adopted by the district be as effective as possible. Using research-based methods and strategies can provide the district with an effective and efficient starting point for program improvement, but adopting research-based models is not sufficient in and of itself. Throughout implementation, we must continuously collect and analyze data, and use that data to further refine professional practice in order to improve student achievement. We recognize that data driven decision making, as it applies to education, is a blend of analysis of data and infusion of professional judgment; under that philosophy we will support the development of innovative strategies in technology-based courses and curricula. In areas where the research seems inconclusive, or where our results contradict the research, we will collect data and analyze our activities as we continually monitor and refine our professional practice to best meet the needs of the students in our district.

Bibliography Resources:

ISTE's Caret – <http://caret.iste.org>

This site offers information regarding curriculum and instruction, student learning, and professional development. It provides resources and examples of what works regarding infusing technology into the curriculum in order to support the Content Standards.

CEO Forum. (2001, June). The CEO Forum school technology and readiness report: *Key building blocks for student achievement in the 21st century*.

<http://www.ceoforum.org/downloads/report4.pdf>

This report concludes that effective uses of technology to enhance student achievement are based on four elements: alignment to curricular standards and objectives, assessment that accurately and completely reflects the full range of academic and performance skills, holding schools and districts accountable for continuous evaluation and improvement strategies, and an equity of access across geographic, cultural, and socio-economic boundaries.

Consistent with this research, the Hesperia Unified School District will carefully analyze learning resources and lessons both for alignment with California content standards and for the ability to measure growth/achievement on those standards in a variety of ways. Through ongoing data collection and analysis, the Hesperia Unified School District will continuously monitor its attainment of the goals and objectives of the Educational Technology Plan, and will report results annually to the superintendent, the school board, and the public. Throughout the plan, attention is paid to providing equitable access to all students in our community, including students in special populations.

Marzano, R, Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Virginia: Association for Supervision and Curriculum Development.

This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1)

identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

As noted in our action plan for meeting our curricular goals of literacy for all students, a variety of instructional strategies and technologies will be used to assist students in acquiring literacy skills and all content areas. As described in the research, the used of nonlinguistic representations such as graphic organizers are effective tools for supporting understanding of key concepts, and graphic representations are highly effective tools for supporting new concepts and vocabulary. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information. Consistent with the research, our curricular and staff development goals include the use of Inspiration and other mind-mapping tools, the use of simulation software and probe ware, and PowerPoint handouts to guide students in note taking.

Process for incorporating research-based methods and models into ongoing program evaluation and modification:

Annually, the Curriculum and Instruction Division and the District Technology Committee will examine the studies in the What Works computer database. The What Works clearinghouse, funded by the US Department of Education, will provide the following easily accessible and searchable online databases:

- An educational interventions registry that identifies potentially replicable programs, products, and practices that are claimed to enhance important student outcomes, and synthesizes the scientific evidence related to their effectiveness.
- An evaluation studies registry, which is linked electronically to the educational interventions registry, and contains information about the studies constituting the evidence of the effectiveness of the program, products, and practices that are reported.
- An approaches and policies registry that contains evidence-based research reviews of broader educational approaches and policies.
- A test instruments registry that contains scientifically rigorous reviews of test instruments used for assessing educational effectiveness.

These resources will be utilized and incorporated as appropriate to ensure that the education technology program in the Hesperia Unified School District is consistent with current scientifically based research regarding technology, teaching, and learning.

Software evaluation and selection in the area of literacy will be consistent with research from the Early Reading First initiative, which has identified five components essential to a child's learning to read: phonemic awareness, phonics, vocabulary, fluency, and comprehension. All software selected will be evaluated for its ability to support the five key literacy components, and will follow the "plan, teach, reflect, act" model to target instructional activities based on students' needs.

9B. INNOVATIVE STRATEGIES TO DELIVER RIGOROUS ACADEMIC CURRICULA

The Hesperia Unified School District will use resources from APEX and other providers to increase the variety of course offerings that are available to students. Online Advanced Placement courses will be made available based on student needs and skills, particularly in situations where there may be an insufficient number of students interested or eligible for a course at a given site. The availability and coordination of delivery of courses will be provided by the district's Curriculum Alignment and Review Committee.

8. **Appendices:**

- 1) Acceptable Use Policy (AUP)
 - i) Staff
 - ii) Students
- 2) Information Literacy Skills (From the *English-Language Arts Content Standards* and *History-Social Studies Content Standards*)
- 3) Technology Skills Standards (From the International Society for Technology in Education *Technology Foundation Standards for Students*)
- 4) Minimum Technology Specifications for Computers Purchased by HUSD
- 5) HUSDNet Wireless Network Diagram
- 6) California Technology Survey 2005 – Summary
- 7) Criteria for EETT-Funded Technology Plans
- 8) Education Technology Plan Benchmark Review

Appendix 1i:

HESPERIA UNIFIED SCHOOL DISTRICT
Hesperia, California

Electronic Information Resources Staff/User Agreement

This section must be completed prior to receiving any HUSDNet services (Internet, e-mail, etc.)

User Name _____ (print) _____ (Site)

Internet training on _____ from _____

_____ (date) _____ (source of training)

e-mail training on _____ from _____

_____ (date) _____ (source of training)

Instructor Signature _____ (date) _____ User Signature _____ (date)

The Hesperia Unified School District’s electronic information services are now available to students and teachers who qualify as a result of participation in an orientation or training course. We believe in the educational value of such electronic services and recognize the potential of such to support curriculum and student learning. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. We will make every effort to protect students and teachers from any misuses or abuses as a result of their experiences with an information service. All users must be continuously on guard to avoid inappropriate and illegal interaction with the information service.

Listed below are the provisions of this contract. If any user violates these provisions, access to the information service may be denied and you may be subject to disciplinary action.

Terms and Conditions of This Agreement

- 1. Personal Responsibility:** As a representative of this school, I will accept personal responsibility for reporting any misuse of the network to the system administrator. Misuse can come in many forms, but it is commonly viewed as any message(s) sent or received that indicates or suggests pornography, unethical or illegal solicitation, union or political activities, racism or sexism, when using the network.

I have read and understand this provision. Initial _____
User

- 2. Acceptable Use:** The use of my assigned account must be in support of education and research. I am personally responsible for this provision at all times when using the electronic information service.

- a. Use of other organization's networks or computing resources must comply with rules appropriate to that network.
- b. Transmission of any material in violation of any United States or other state organization is prohibited. This includes, but is not limited to, copyrighted material, threatening or obscene material or material protected by trade secret.
- c. Use of commercial activities by for-profit institutions is generally not acceptable.
- d. Use of product advertisement or political lobbying is also prohibited.

I am aware that the inappropriate use of electronic information resources can be a violation of local, state and federal laws and that I can be prosecuted for violating those laws.

I have read and understand this provision.

Initial _____
User

- 3. Privileges:** The use of the information system is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Each person who receives an account will participate in an orientation or training course with a Hesperia Unified School District faculty member as to proper behavior and use of the network. The Hesperia Unified School District system administrator(s) will decide what is appropriate use, and their decision is final. The system administrator(s) may close an account at any time deemed necessary. The administration, staff, or faculty of Hesperia Unified School District may request that the system administrator deny, revoke, or suspend specific use accounts.

I have read and understand this provision.

Initial _____
User

- 4. Network Etiquette and Privacy:** You are expected to abide by the generally accepted rules of network etiquette. These rules include, but are not limited to, the following:

- a. BE POLITE. Never send, or encourage others to send, abusive messages.
- b. USE APPROPRIATE LANGUAGE. Remember that you are a representative of your school and the district on a non-private system. You may be alone with your computer, but what you say and do can be viewed globally! Never swear, use vulgarities, or any other inappropriate language. Illegal activities of any kind are strictly forbidden.
- c. PRIVACY. Do not reveal your home address or personal phone number or the address and phone numbers of students or colleagues.
- d. ELECTRONIC MAIL. Electronic mail (e-mail) is not guaranteed to be private. Messages relating to or in support of illegal activities must be reported to the authorities.
- e. DISRUPTIONS. Do not use the network in any way that would disrupt use of the network by others.
- f. OTHER CONSIDERATIONS:
 - Do be brief. Fewer people will bother to read a long message.
 - Do minimize spelling errors, and make sure your message is easy to read and understand.
 - Do use accurate and descriptive titles for your articles. Tell people what your article is about before they read it.
 - Do get the most appropriate audience for your message, not the widest.
 - Do remember that humor and satire is very often misinterpreted.
 - Do remember that if you post to multiple groups, specify all groups in a single message.
 - Do cite references for any facts you present.
 - Do forgive the spelling and grammar errors of others.
 - Do keep signatures brief.
 - Do remember that all network users are human beings.
 - Don't "attack" correspondents-persuade them with facts.
 - Do post only to groups you know.

I have read and understand this provision.

Initial _____
User

5. **Services:** The Hesperia Unified School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Hesperia Unified School District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non-deliveries, mis-deliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. The Hesperia Unified School District specifically disclaims any responsibility for the accuracy of information obtained through its services.

I have read and understand this provision.

Initial _____
User

6. **Security:** Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the system administrator at once. Never demonstrate the problem to other users. Never use another individual's account without written permission from that person. All use of the system must be under your own account. Any user identified as a security risk will be denied access to the information system.

I have read and understand this provision

Initial _____
User

7. **Vandalism:** Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

I have read and understand this provision.

Initial _____
User

8. **Updating:** The information service may occasionally require new registration and account information from you to continue the service. You must notify the information system of any changes in your account information.

I have read and understand this provision.

Initial _____
User

Required Signature

I understand, and will abide by, the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, the revoking of my user account, and appropriate legal action. I also agree to report any misuse of the information system to the Hesperia Unified School District administrator. Misuse can come in many forms, but can be viewed as any messages sent or received that indicate or suggest pornography, unethical or illegal solicitation, racism, sexism, or inappropriate language.

User's Signature _____ Date: _____

Appendix Iii: Student User Agreement (AUP):

HESPERIA UNIFIED SCHOOL DISTRICT
Hesperia, California

Electronic Information Resources Student Agreement

This section must be completed prior to receiving any HUSDNet services (Internet, e-mail, etc.)

Student Name

Date

School Site

Teacher

The Hesperia Unified School District's electronic information services are now available to students who qualify as a result of participation in an orientation or training course. We believe in the educational value of such electronic services and recognize the potential of such to support curriculum and student learning. Our goal in providing this service is to promote educational excellence by facilitating resource sharing, innovation, and communication. We will make every effort to protect students from any misuses or abuses as a result of their experiences with information services. All users must be continuously on guard to avoid inappropriate and illegal interaction with the information service.

Please read this document carefully. When signed by you and your guardian/parent, it becomes a legally binding contract. We must have your initials where indicated and your signature and that of your guardian/parent (if you are under 18) before we can provide you with access.

Listed below are the provisions of this contract. If any student violates these provisions, access to the information service may be denied and you may be subject to disciplinary action.

Terms and Conditions of This Agreement

- 1. Personal Responsibility:** As a representative of this school, I will accept personal responsibility for reporting any misuse of the network to the system administrator. Misuse can come in many forms, but it is commonly viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, union or political activities, racism or sexism, when using the network.

I have read and understand this provision.

Initial _____

Student

Initial _____

Parent/Guardian

5. **Services:** The Hesperia Unified School District makes no warranties of any kind, whether expressed or implied, for the service it is providing. The Hesperia Unified School District will not be responsible for any damages suffered while on this system. These damages include loss of data as a result of delays, non deliveries, mis-deliveries, or service interruptions caused by the system or your errors or omissions. Use of any information obtained via the information system is at your own risk. The Hesperia Unified School District specifically disclaims any responsibility for the accuracy of information obtained through its services.

I have read and understand this provision. Initial _____ Initial _____
Student Parent/Guardian

6. **Security:** Security on any computer system is a high priority because there are so many users. If you identify a security problem, notify the system administrator at once. Never demonstrate the problem to other users. Any user identified as a security risk will be denied access to the information system.

I have read and understand this provision. Initial _____ Initial _____
Student Parent/Guardian

7. **Vandalism:** Vandalism is defined as any malicious attempt to harm or destroy data of another user or any other agencies or networks that are connected to the system. This includes, but is not limited to, the uploading or creation of computer viruses. Any vandalism will result in the loss of computer services, disciplinary action, and legal referral.

I have read and understand this provision. Initial _____ Initial _____
Student Parent/Guardian

Required Signature

I understand and will abide by the provisions and conditions of this contract. I understand that any violations of the above provisions may result in disciplinary action, revoking of user access, and appropriate legal action. I also agree to report any misuse of the information system to the Hesperia Unified School District administrator. Misuse can come in many forms, but can be viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, union or political activities, racism, sexism, or inappropriate language when using the network.

Student's Signature _____ Date _____

PARENT OR GUARDIAN

Students under the age of 18 must also have the signature of a parent or guardian who has read this contract.

As the parent or guardian of this student, I have read this contract and understand that it is designed for educational purposes. I understand that it is impossible for the Hesperia Unified School District to restrict access to all controversial materials, and I will not hold the Hesperia Unified School District responsible for materials acquired on the network. I also agree to report any misuse of the information system to the Hesperia Unified School District system administrator. Misuse can come in many forms, but can be viewed as any message(s) sent or received that indicate or suggest pornography,

unethical or illegal solicitation, union or political activities, racism, sexism, or inappropriate language when using the network.

I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give my permission to allow access for my child and certify that the information contained on this form is correct.

Parent or guardian's name _____
(please print)

Signature _____ Date _____

SPONSORING TEACHER

I have read this contract and agree to promote this agreement with the user. As the sponsoring teacher, I agree to instruct the user on acceptable use of the network and proper network etiquette. I also agree to report any misuse of the information system to the Hesperia Unified School District system administrator. Misuse can come in many forms, but can be viewed as any message(s) sent or received that indicate or suggest pornography, unethical or illegal solicitation, union or political activities, racism, sexism, or inappropriate language, when using the network.

Teacher's name _____
(please print)

Signature _____ Date _____

Appendix 2:

Information Literacy Skills: (From the *English-Language Arts Content Standards* and *History-Social Studies Content Standards*)

The Standards that are addressed in District **Benchmark Exams**. The Standards that are addressed in a *School wide/Grade Level activity*

Grade	Strand	English–Language Arts Content Standard
K	Reading	1.3 Understand that printed materials provide information.
1	Listening and Speaking	1.2 Ask questions for clarification and understanding.
2	Writing	1.1 Group related ideas and maintain a consistent focus. 1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).
3	Reading	2.1 Use titles, tables of contents, chapter headings, glossaries, and indexes to locate information in text. 2.6 Extract appropriate and significant information from the text, including problems and solutions.
	Writing	1.3 Understand the structure and organization of various reference materials (e.g., dictionary, thesaurus, atlas, encyclopedia).
4	Reading	2.4 Evaluate new information and hypotheses by testing them against known information and ideas.
	Writing	1.5 Quote or paraphrase information sources, citing them appropriately. 1.6 Locate information in reference texts by using organizational features (e.g., prefaces, appendixes). 1.7 Use various reference materials (e.g., dictionary, thesaurus, card catalog, encyclopedia, online information) as an aid to writing. 1.8 Understand the organization of almanacs, newspapers, and periodicals and how to use those print materials.
5	Reading	2.1 Understand how text features (e.g., format, graphics, sequence, diagrams, illustrations, charts, maps) make information accessible and usable. 2.3 Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas.
	Writing	1.3 Use organizational features of printed text (e.g., citations, end notes, bibliographic references) to locate relevant information.
6	Reading	2.1 Identify the structural features of popular media (e.g., newspapers, magazines, online information) and use the features to obtain information.
	Writing	1.4 Use organizational features of electronic text (e.g., bulletin boards, databases, keyword searches, e-mail addresses) to locate information. 2.3 Write research reports: a. Pose relevant questions with a scope narrow enough to be thoroughly covered. b. Support the main idea or ideas with facts, details, examples, and explanation from multiple authoritative sources (e.g., speakers, periodicals, online information searches). c. Include a bibliography.
7	Reading	2.2 Locate information by using a variety of consumer, workplace, and public documents. 2.6 Assess the adequacy, accuracy, and appropriateness of the author's evidence to support claims and assertions, noting instances of bias and stereotyping.
	Writing	1.4 Identify topics; ask and evaluate questions; and develop ideas leading to inquiry, investigation, and research. 1.5 Give credit for both quoted and paraphrased information in a bibliography by using a consistent and sanctioned format and methodology for citations. 2.3 Write research reports: a. Pose relevant and tightly drawn questions about the topic. b. Convey clear and accurate perspectives on the subject. c. Include evidence compiled through the formal research process (e.g., use of a

		card catalog, <i>Reader's Guide to Periodical Literature</i> , a computer catalog, magazines, newspapers, dictionaries).
8	Reading	<p>2.1 Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).</p> <p>2.6 Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.</p>
	Writing	<p>1.4 Plan and conduct multiple-step information searches by using computer networks and modems.</p> <p>1.5 Achieve an effective balance between researched information and original ideas.</p> <p>2.3 Write research reports:</p> <ul style="list-style-type: none"> a. Define a thesis. b. Record important ideas, concepts, and direct quotations from significant information sources and paraphrase and summarize all perspectives on the topic, as appropriate. c. Use a variety of primary and secondary sources and distinguish the nature and value of each. d. Organize and display information on charts, maps, and graphs.
9 and 10	Reading	2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
	Writing	<p>1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.</p> <p>1.4 Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).</p> <p>1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the difference perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p> <p>1.6 Integrate quotations and citations into a written text while maintaining the flow of ideas.</p> <p>1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., <i>Modern Language Association Handbook</i>, <i>The Chicago Manual of Style</i>).</p>
	Speaking	2.2 Deliver expository presentations....
11 and 12	Reading	<p>2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.</p> <p>2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion.)</p> <p>1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).</p>
	Writing	2.4c Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

Grade	History-Social Science Standard
K	K.4.1 Determine the relative locations of objects using the terms near/far, left/right, behind/in front.
1	1.5.3 Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.
2	2.1.2 Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians.
3	3.3.1 Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
4	4.3.3 Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, Louise Clapp). 4.4.9 Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne).
5	5.2.2 Explain the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world.
6	6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution. 6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.
7	7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe. 7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.
8	8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. 8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.
10	10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought. 10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.
11	11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty. 11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.
12	12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy. 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

Appendix 3:

Technology Skills: Technology Skills Standards (From the International Society for Technology in Education *Technology Foundation Standards for Students*)

Numbers in parentheses following each performance indicator refer to the standards category to which the performance is linked. The categories are:

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

Standards for Students Grades K-3:

1. Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

Standards for Students Grades 4-6:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

Standards for Students Grades 7-8:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)

6. Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. (4, 5, 6)
7. Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. (2, 5, 6)

Standards for Students Grades 9-12:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology-based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem-solving, and decision-making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents, and simulations in real-world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content-related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

Appendix 4

Technical Specifications for Computers Purchased by HUSD

Desktops/ Laptops

Minimum Technical Requirements for Desktop/ Laptop Computers Purchased/Leased with Funds from all HUSD funding sources

These technical specifications are not designed to limit the flexibility of schools to choose the appropriate technology for their needs, but to set an appropriate “floor” for minimum technical specifications so that equipment purchased under this program will continue to be useful for three to five years into the future.

Minimum New Desktop Specifications

	PC	Mac
Operating System	Windows XP SP2 or newer	Mac OS X 10.3.9
CPU	Intel Pentium Dual Core	Intel Core2Duo
RAM	1,024 MB	1,024 MB
Hard Disk	20GB	20GB
Optical Drive	DVD-ROM/CD-RW	Combo Drive
Video	Integrated	Integrated
Audio	Integrated	Integrated
Energy Star	Compliant	Compliant
Warranty	3 Year Parts + Labor	3 Year Parts + Labor

Minimum New Laptop Specifications

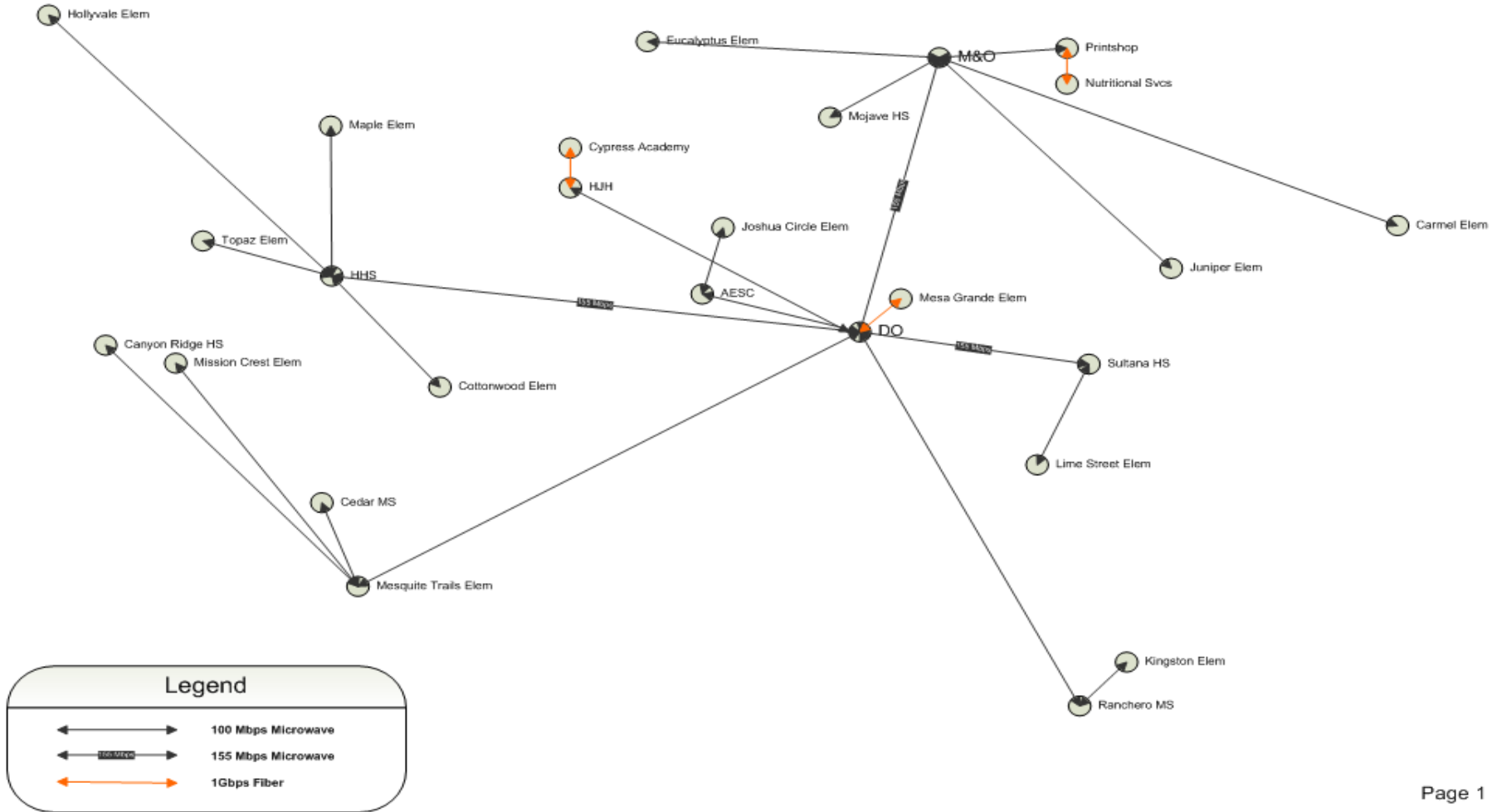
	PC	Mac
Operating System	Windows XP SP2 or newer	Mac OS X 10.3.9
CPU	Intel Pentium Dual Core	Intel Core2Duo
RAM	1,024 MB	1,024 MB
Hard Disk	40GB	40GB
Optical Drive	DVD-ROM/CD-RW	Combo Drive
Video	Integrated	Integrated
Audio	Integrated	Integrated
Energy Star	Compliant	Compliant
Wireless Network	Integrated 802.11bg	Integrated 802.11bg
Warranty	3 Year Parts + Labor	3 Year Parts + Labor

Netbooks: Mini laptops such as the ASUS EEE and Dell Mini are supported when used for specific instructional programs, but are not to be used as a general purpose alternative to regular laptops.

Servers: Server specifications are dependant on application requirements and will be determined at time of purchase.

Appendix 5: HUSD WAN Diagram

HUSD WAN



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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)	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 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	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, 12 (Appx 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.	7	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	7-9	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.	10-15	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.	16-20	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	16-21	The plan describes or delineates clear goals	The plan suggests that students will be educated in

<p>that describe how the district will address the appropriate and ethical use of information technology in the classroom so that teachers and students 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 (AB 307)</p>		<p>outlining how students 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 (as stated in AB 307).</p>	<p>the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators. (AB 307)</p>	<p>22-23</p>	<p>The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>24</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable 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</p>	<p>25-27</p>	<p>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.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>

meet individual student academic needs.			
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.	28	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.	28	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.	29-30	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 professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.	31-32	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
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.	32	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.	33-35	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 administrators to support the activities in the Curriculum and Professional Development Components of the plan.	36-38	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 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	39-42	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.

components as identified in Section 5b.			
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	43	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.	44	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.	44-46	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.	47	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.	48	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	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
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CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).			
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	49	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.	49-50	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.	50	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 are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	51	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

9. EFFECTIVE, RESEARCHED-BASED METHODS,	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
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<p>STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).</p>			
<p>a. Summarize the relevant research and describe how it supports the plan’s curricular and professional development goals.</p>	52-53	<p>The plan describes the relevant research behind the plan’s design for strategies and/or methods selected.</p>	<p>The description of the research behind the plan’s design for strategies and/or methods selected is unclear or missing.</p>
<p>b. Describe the district’s plans to use technology to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance-learning technologies.</p>	54	<p>The plan describes the process the district will use to extend or supplement the district’s curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).</p>	<p>There is no plan to use technology to extend or supplement the district’s curriculum offerings.</p>

Appendix I – Education Technology Plan Benchmark Review

California Department of Education
Enhancing Education Through Technology (EETT)
Education Technology Plan Benchmark Review
EETT-F02BR (rev. 09/04)

EETT-F02BR

Education Technology Plan Benchmark Review For the grant period ending June 30, 2006

IDENTIFYING INFORMATION:
CDS # <u>36-75044</u>
Applicant Name: Hesperia Unified School District
<p>The <i>No Child Left Behind Act</i> requires each Enhancing Education Through Technology (EETT) grant recipient to measure the performance of their educational technology implementation plan. To adhere to these requirements, describe the progress towards the goals and benchmarks in your education technology plan as specified below. The information provided will enable the technology plan reviewer better to evaluate the revised technology plan and will serve as a basis should the district be selected for a random EETT review. Include this signed document with your revised education technology plan submitted to your regional California Technology Assistance Project (CTAP) office.</p>
<p>1. Describe your district’s progress in meeting the goals and specific implementation plan for using technology to improve teaching and learning as described in Section 3.d., Curriculum Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)</p>
<p>During Spring of 2005, Hesperia USD surveyed all teachers to determine the rate at which students were completing the required activities in the technology plan. Additionally, a sampling was taken in Fall of 2005 to determine if significant changes to completion rates had occurred. Overall rates of completion ranged from a low of 20% to a high of 60%. Teachers cited a lack of time to include the activities in class as well as a lack of technology equipment as reasons for low response rates. Additionally, teacher training in these activities was completed during this time frame, but not always as effectively as desired at each school site. However, it was reported that students are using technology to participate in Accelerated Reader, STAR Reading and STAR math activities. Tremendous growth in the district has resulted in a higher student to computer ratio at sites and tremendous growth in new staff.</p>
<p>2. Describe your district’s progress in meeting the goals and specific implementation plan for providing professional development opportunities based on the needs assessment and the Curriculum Component goals, benchmarks and timeline as described in Section 4.b., Professional Development Component Criteria, of the EETT technology plan criteria described in Appendix C. (1-3 paragraphs)</p>
<p>Beginning in Spring of 2003, a Technology Team Leader was designated for each school site. This person was trained in each of the areas of technology that we asked students to complete in our technology plan. This person was also trained in adult learning theory and provided materials and resources to return to their site to train their teachers in the required student activities. Each year, these “TTL’s” have been given additional training and opportunities to create templates for the teachers to use while implementing the technology activities.</p> <p>To varying degrees, these TTL’s have been successful in providing professional development to their teachers. Most report that while the teachers are more personally comfortable with the technology, this has not transferred to a comfort level with students utilizing the technology.</p> <p>Appropriate staff was trained in the SASI XP programs and are able to utilize the core functions effectively. Unfortunately, the Achievement Management System has not been functional due to corporate issues and therefore staff have not been fully trained to utilize this tool. At elementary sites, all teachers have been trained to utilize the standards based report card. All staff are trained to use our email system, Groupwise.</p>

The applicant certifies that the information described above is accurate as of the date of this document. Should the applicant be selected for a random EETT review, the information stated above will be supported by adequate supporting documentation.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Jovy Yankaskas
PRINTED NAME OF AUTHORIZED REPRESENTATIVE

Assistant Superintendent Educational Services
TITLE OF AUTHORIZED REPRESENTATIVE

SIGNATURE DATE

**For CDE
Use Only**

Date Added: _____

Selected For Random Review:

Comments:

Please see appropriate actions in Sections 3D, 3G, 3I, and 4B

