

Acton – Agua Dulce Unified School District Technology Plan



2008 – 2011

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1. Duration

The need for technology to be highly integrated into the curriculum has grown within our unified K-12 district. Teachers need to be trained in effective professional and classroom use of technology as well as how to integrate technology as a seamless addition into the standards-based curriculum. Teachers will complete the EdTechProfile assessment annually to provide information to site coordinators and administrators to guide future staff development.

Quality standards-based curriculum and instruction is a priority beginning at the district level and as such, is at the heart of the technology plan. The plan outlines how technology will be used in the classroom to enhance teaching and learning. As new textbooks are adopted, technology components for both teachers and students are a major consideration in the process. In addition, new implementation of the OARS data reporting system will assist teachers in identifying areas of strength and needs for students, where technology may be used to increase achievement.

Staff development in the area of technology will continue over the next three years. Teachers will be trained in implementation of the i-SAFE program, aligning lessons to meet the ISTE NETS-S lessons on Internet safety, and use of the technology provided by the textbook publishers.

Technology integration into the curriculum includes newly adopted textbooks, increasing our student to computer ratio, and including the ISTE NETS technology standards and aligned lessons on Internet safety in classroom instruction.

This plan will be effective for three years, from July 1, 2008 to June 30, 2011. The District Technology Committee will meet and evaluate this plan semi-annually.

2. Stakeholders

A new District Technology Committee of Acton-Agua Dulce Unified School District was assembled to revise the Technology Use Plan. Technology Coordinators from each site brought information about the use of technology and needs of their site. Parents brought expertise in the hardware and software aspects and their vision of the use of technology in the schools. To ensure the implementation of the plan and revise as necessary, the committee will meet quarterly to discuss site and district needs. The committee consists of teachers, technology coordinators, administrators, the district network administrator, parents, students, and a Board member. The committee also consulted with resources from outside the District for expert opinions, including consultants from the Los Angeles County Office of Education and the local Antelope Valley Consortium.

The Technology Use Plan will be submitted to the Acton-Agua Dulce Unified School District Board of Trustees for approval after state review and approval.

AADUSD District Technology Committee

Name	Position	Organization
Lonnie Woodley	Principal, Agua Dulce Elementary School	Acton - Agua Dulce Unified School District
Gerald Watkins	Principal, High Desert School	Acton - Agua Dulce Unified School District
Gilbert Yoon	Assistant Principal, High Desert School	Acton - Agua Dulce Unified School District
Margaret Gonder	Principal, Meadowlark Elementary School	Acton - Agua Dulce Unified School District
Cesar Ortiz	District Network Administrator/Technology Coordinator	Acton - Agua Dulce Unified School District
Deborah Rocha	Board Member, Parent	Acton - Agua Dulce Unified School District
Michelle Van Ornum	Teacher, Technology Coordinator, Technology Committee Chair	Acton - Agua Dulce Unified School District
Jeannie Wright	Teacher, Technology Coordinator	Acton - Agua Dulce Unified School District
Jane Barcelo	Teacher, Technology Coordinator	Acton - Agua Dulce Unified School District
Nicole Hauptman	Teacher, Technology Coordinator	Acton - Agua Dulce Unified School District
Mathieu Austin	Teacher, Technology Coordinator	Acton - Agua Dulce Unified School District
Larry Speelman	Teacher, Parent	Acton - Agua Dulce Unified School District
Kathie Rossitto	Parent	Community
Jeff Gersh	Parent	Community
Robert Harris	Parent	Community
Paul Engler	Parent	Community
Christine Jones	Technology Consultant	Los Angeles County Office of Education

Board of Trustees

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District Description

Acton-Agua Dulce Unified School District, unified in 1993, is comprised of two elementary schools, a middle school, and a high school. The district enrollment is projected to be 1,900 in 2008. Our schools provide a comprehensive education program and serve a population that is 67% Anglo, 21% Hispanic and 11% other ethnic groupings. District schools have been recognized as California Distinguished Schools, offering a challenging curriculum that emphasizes basic skills to all students in the district. On nationally normed tests, the district scores one to four years above grade level. The district has active parent participation at all sites, with Site Council membership and Parent Teacher Organizations supporting the educational needs at each school. The district has also formed a District Curriculum Committee, composed of parents, community members, and teachers, to assist in implementing an articulated standards-based curriculum from Kindergarten through 12th grade.

The four district schools serve the rural communities of Acton and Agua Dulce, located 45 miles north of Los Angeles. Due to the large area encompassed by both communities, most students are bussed to school. Many local residents enjoy the small town atmosphere, away from the bustle of Los Angeles and surrounding cities.

Mission Statement

Students in the Acton-Agua Dulce Unified School District gain the tools they need to be successful through a balanced instructional experience that includes standards-based instruction, assessment, accountability, technology use, internet safety, and extended learning opportunities, offered by highly qualified teachers. With the knowledge that strong home/school communication builds opportunities for academic achievement, the focus is on partnering among teachers, staff parents and community members. Academic standards for all students in the district are data driven and standards-based. Students are provided with high quality instruction and highly qualified, fully credentialed teachers. The needs of all students are met through individualized instruction and technology integration.

3. Curriculum

3a.

Students and teachers are using technology in a variety of ways at all campuses. Access to technology is available in every classroom for both student and teacher use and is utilized for instruction and to support learning. Multimedia presentations are incorporated throughout daily instruction. Students have access to the library/media center and computer lab computers both during the school day and after school, which varies by site.

All schools use a variety of technology with students including: digital cameras, desktop computers, scanners, video editing tools, and video cameras. LCD projectors are utilized for classroom instruction and student presentations in grades 6-12. Students are exposed to and participate in creating web design. Students participating in the Work Experience Program at the high school are allowed to access computers before school. Other programs offered within the district that utilize similar types of technology include: EdOptions and Global Student Network through the Virtual Academy, which is a computer-based instructional network to facilitate instruction outside the classroom. Students have access to the Internet for research and homework from all school computers. After school programs for students also offer instruction in technology use and access to computers. A large percentage of district students have access to a computer at home.

Students with special needs have access to assistive technology based on interest and needs. Some special education students use word processing devices, such as Alpha Smarts, and supplemental software to insure access to the core curriculum. GATE students develop their technology skills by participating in enrichment activities both within the regular classroom and during after school activities. EL and special education students have access to audio versions of stories and lessons to increase their language development skills.

The middle school and high school sites each have one computer lab with approximately 30 stations for regular student access. Teachers are also able to use these computers when requested. One elementary school has a bank of at least seven computers in their library for student use and both elementary schools have a minimum of two computers per class inside the classroom.

Teachers use computers either in their classrooms or at home daily for e-mail correspondence with colleagues, parents, and students, to maintain student grades, create multimedia presentations, research information in lesson planning, and to deliver classroom instruction. Teachers identify themselves with intermediate to advanced levels of expertise in basic computer knowledge, Internet and e-mail skills, and word processing skills according to the EdTechProfile proficiency levels. As such, they are assigning students work which requires the use of technology with greater frequency, particularly in the area of word processing.

Staff members use computers for student attendance reporting, grade reporting, course completion, forms management, word processing, and e-mail. The Library/Media

Centers use the Follett Library System for students and teachers to access library information.

3b.

The district has adopted Microsoft Office 2003 as the basic software to be installed on all new computers. All computers are using Windows 98, 2000, XP, or Vista. All district computers have Internet access. All schools have digital still cameras available for teacher and student use. Within the computer labs, students utilize software programs to enhance the curriculum. Software programs include, but are not limited to word processing, presentation, and subject specific software such as Math Arena, Algebra Stars, Inspiration, and Grammar Made Easy. In addition, the district adopted a student performance analysis database, OARS, in September of 2007. This program will assist teachers in planning instruction and monitoring student growth toward curricular goals and standards.

The curricular integration is the heart of the Technology Use Plan. (From 3a)Currently, we are beginning to implement the use of technology resources in the planning and teaching of all curricular areas. In addition to using the multimedia support materials that are provided with our core curriculum textbooks, several programs are used to support the district's curricular focus in the areas of English/Language Arts and Mathematics. The "Accelerated Reader" program is an intervention tool to enhance literacy at all ability levels in grades K-8. The Accelerated Math program was piloted during the '07-'08 school year for grades K-5, at one elementary school, and will be used as a supplement to instruction during the '08-'09 school year. Facts in a Flash will be used as a mathematics supplement for students in grades K-5. Fast Forward reading program will begin to be implemented in the '08-'09 school year to aide students in reading and English language development.

Students use word processing and the Internet for research on a monthly basis both within the classroom and at home. In doing so, keyboarding skills are taught, encouraged, and practiced at all district schools. Dreamweaver 4 and Flash 5 are used in the Computer Applications and Computer Technology for grades 9-12. Final Cut Pro is used in the Media Arts elective course. High school students take aptitude tests online in order to assess their innate career abilities and expose them to career planning. Software is also used to produce the annual yearbook electronically at all schools.

Technology use within the classroom has grown, but there remains a need for integration into the daily curriculum. All teachers have access to district e-mail and the Internet within their classrooms. Teachers use a variety of electronic grading programs to assess student achievement. The high school utilizes a free online tool called "Your Homework.com" which allows teachers to post regular assignments and students and parents can access them online. All schools are in the process of incorporating online tools to allow parents access to student information.

The district has developed and maintains a district web page that posts the following: district philosophy, district calendar, job opportunities, educational support sites, and links to school websites. Teachers, students, and the community have access to the website at any time. Teachers can request technical assistance via e-mail. Each school hosts a website to communicate information regarding school philosophy, school

calendar, site educational support, links to state standards, and links to other educational websites.

3c.

A major goal of our district is to implement standards-based instruction in all curricular areas. The district has a Consolidated Application that guides our curricular focus annually. We implement the California State Standards for Language Arts, Math, Social Studies, Science and Visual and Performing Arts. There is a link to state adopted content standards on the district and site websites. The Technology Use Plan is an integral part of all planning for curricular improvement. Currently, the district curricular focus is Reading/Language Arts and Mathematics. The district follows the state timeline for adopting standards-based textbooks for all grade levels and each textbook adoption is considered with reflection on the ISTE technology standards and technology integration. The publishers, to extend and enhance the core curriculum, provide a variety of digital resources. These resources include: CD-ROMs, videotapes, DVDs, and Internet links to textbook publishers' websites.

3d. Goal: Using technology to improve teaching and learning by supporting the district’s curricular goals and academic content standards.

Objective: By the end of 2011, 90% of teachers in grades K-12 will utilize the technology components of any newly adopted textbook for both planning and to enhance instruction within the classroom.

- a. **Benchmark:** By the end of 2009, 50% of teachers in grades K-12 will utilize the technology components of any newly adopted textbook for both planning and to enhance instruction within the classroom.
- b. **Benchmark:** By the end of 2010, 70% of teachers in grades K-12 will utilize the technology components of any newly adopted textbook for both planning and to enhance instruction within the classroom.
- c. **Benchmark:** By the end of 2011, 90% of teachers in grades K-12 will utilize the technology components of any newly adopted textbook for both planning and to enhance instruction within the classroom.

Benchmark	Year	% of Teachers	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	50%	During the 2008-09 school year, a variety of methods will be employed to familiarize teachers with adjunct textbook content: after school meetings, grade level meetings, staff development days, and on-site publisher presentations.	General Fund	Site Administrators, Dept. Chairs, Technology Coordinators	Review sign-in sheets; Classroom observations; Annual Teacher EdTechProfile Survey
b.	2009-2010	70%	During the 2009-10 school year, a variety of methods will be employed to familiarize teachers with adjunct textbook content: after school meetings, grade level meetings, staff development days, and on-site publisher presentations.	General Fund	Site Administrators, Dept. Chairs, Technology Coordinators	Review sign-in sheets; Classroom observations; Annual Teacher EdTechProfile Survey
c.	2010-2011	90%	During the 2010-11 school year, a variety of methods will be employed to familiarize teachers with adjunct textbook content: after school meetings, grade level meetings, staff development days, and on-site publisher presentations.	General Fund	Site Administrators, Dept. Chairs, Technology Coordinators	Review sign-in sheets; Classroom observations; Annual Teacher EdTechProfile Survey

3e. GOAL: Use technology to ensure that all students acquire appropriate Technology and Information Literacy skills.

- 1. Objective:** District Technology Committee will research, evaluate, adopt, instruct teachers, and implement a standard model of Information Literacy (i.e. Big Six, i-SAFE, etc.) to be taught to students in their respective computer labs or classroom pods.
 - a. **Benchmark:** By August of 2009, the District Technology Committee will investigate, evaluate, and adopt a standard model of Information Literacy to address Internet safety and evaluation of resources.
 - b. **Benchmark:** By June of 2010, all teachers will be instructed in the implementation of the adopted model and 60% of K-12 grade teachers, as measured by the EdTechProfile Survey, will implement the adopted model of Information Literacy.
 - c. **Benchmark:** By June of 2011, 100% of K-12 grade teachers, as measured by the EdTechProfile Survey, will implement the adopted model of Information Literacy.

Benchmark	Year	% of Teachers	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	5%	District Technology Committee will research several models of Information Literacy and will adopt a single model for all schools to implement	General Fund	Site Administrators, Dept. Chairs, Technology Coordinators	Review sign-in sheets; Implementation Plan presented to the AADUSD Board of Trustees
b.	2009-2010	60%	All district teachers will attend various workshops to be trained in implementation of Information Literacy Skills. At least 60% of teachers will begin teaching students new Information Literacy model within their own school's computer lab or in their classroom pods.	General Fund	Site Administrators, Dept. Chairs, Technology Coordinators, Classroom Teachers	Review sign-in sheets; Classroom observations; Pre and Post Teacher and Student EdTechProfile Survey; Teacher Implementation Plans
c.	2010-2011	100%	All district teachers will attend workshops to review and evaluate the progress of the implementation of Information Literacy Skills model. At least 100% of teachers will continue teaching students new Information Literacy model within their own school's computer lab or in their classroom pods.	General Fund	Site Administrators, Dept. Chairs, Technology Coordinators, Classroom Teachers	Review sign-in sheets; Classroom observations; Pre and Post Teacher and Student EdTechProfile Survey; Teacher Implementation Plans

2. Objective: All grade K-2 students will acquire necessary skills for technological proficiency as indicated by the NETS-S Profiles for Technology (ICT) Literate Students.

- a. **Benchmark:** 25% of grade K-2 students will be become proficient in basic computer proficiency, keyboarding skills, and use of the mouse.
- b. **Benchmark:** 50% of grade K-2 students will be become proficient in basic computer proficiency, keyboarding skills, and use of the mouse.
- c. **Benchmark:** 75% of grade K-2 students will be become proficient in basic computer proficiency, keyboarding skills, and use of the mouse.

Bench-mark	Year	% of Proficient Students	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	25%	Grade K-2 students will: <ul style="list-style-type: none"> • Use keyboard to type name, use shift key, and space bar • Use mouse to navigate computer screen 	General Fund, Site Funds	Site Administrators, Technology Coordinators, Classroom Teachers	Classroom observations; Annual Teacher and Student EdTechProfile Survey; Completed word processing documents
b.	2009-2010	50%				
c.	2010-2011	75%				

3. Objective: All grade 3-5 students will acquire necessary skills for technological proficiency as indicated by the NETS-S Profiles for Technology (ICT) Literate Students.

- a. **Benchmark:** 25% of grade 3-5 students will be become proficient in basic computer proficiency, keyboarding, and multimedia tools.
- b. **Benchmark:** 50% of grade 3-5 students will be become proficient in basic computer proficiency, keyboarding, and multimedia tools.
- c. **Benchmark:** 75% of grade 3-5 students will be become proficient in basic computer proficiency, keyboarding, and multimedia tools.

Bench-mark	Year	% of Proficient Students	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	25%	Grade 3-5 students will: <ul style="list-style-type: none"> • Be aware of home row keys • Use keyboarding programs • Add graphics to a document • Cut, copy, paste, open, and save files • Create a 2-3 slide presentation 	General Fund, Site Funds	Site Administrators, Technology Coordinators, Classroom Teachers	Classroom observations; Annual Teacher and Student EdTechProfile Survey; Completed electronic documents and multimedia productions
b.	2009-2010	50%				
c.	2010-2011	75%				

- 4. Objective:** All grade 6-8 students will acquire necessary skills for technological proficiency as indicated by the NETS-S Profiles for Technology (ICT) Literate Students.
- a. **Benchmark:** 25% of grade 6-8 students will be become proficient in basic computer proficiency, keyboarding, and multimedia tools.
 - b. **Benchmark:** 50% of grade 6-8 students will be become proficient in basic computer proficiency, keyboarding, and multimedia tools.
 - c. **Benchmark:** 75% of grade 6-8 students will be become proficient in basic computer proficiency, keyboarding, and multimedia tools.

Bench-mark	Year	% of Proficient Students	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	25%	Grade 6-8 students will: <ul style="list-style-type: none"> • 6th grade word process 5 to 10 words per minute • 7th grade word process 10 to 15 words per minute • 8th grade word process 15 to 20 words per minute • Use spell check, grammar check, and thesaurus • Use justification, margins, and formatting • Integrate a variety of file types into a slide presentation • Be introduced to online resources provided by the textbook publishers 	General Fund, Site Funds	Site Administrators, Technology Coordinators, Classroom Teachers	Classroom observations; Annual Teacher and Student EdTechProfile Survey; Completed electronic documents and multimedia productions
b.	2009-2010	50%				
c.	2010-2011	75%				

5. Objective: All students will acquire necessary skills for technological proficiency as indicated by the NETS-S Profiles for Technology (ICT) Literate Students.

- a. **Benchmark:** 25% of grade 9-12 students will be become proficient in basic computer proficiency, keyboarding, and multimedia tools.
- b. **Benchmark:** 50% of grade 9-12 students will be become proficient in basic computer proficiency, keyboarding, and multimedia tools.
- c. **Benchmark:** 75% of grade 9-12 students will be become proficient in basic computer proficiency, keyboarding, and multimedia tools.

Bench- mark	Year	% of Proficient Students	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008- 2009	25%	Grade 9-12 students will: <ul style="list-style-type: none"> • 9th grade word process 20 to 22 words per minute • 10th grade word process 22 to 24 words per minute 	General Fund, Site Funds	Site Administrators, Technology Coordinators, Classroom Teachers	Classroom observations; Annual Teacher and Student EdTechProfile Survey; Completed word processing documents and multimedia products
b.	2009- 2010	50%	<ul style="list-style-type: none"> • 11th grade word process 24 to 27 words per minute • 12th grade word process 28 to 30 words per minute • Use formatting of paragraph, font, columns, and tables 			
c.	2010- 2011	75%	<ul style="list-style-type: none"> • Design a page layout for a website • Import and cite use of media from various sources; i.e. Internet, digital cameras, scanner, etc. • Create media-rich presentations • Utilize online tools provided by the textbook publisher 			

- 6. Objective:** Grade 6-12 students will acquire information literacy skills to address evaluation of resources for reports and presentations.
- a. **Benchmark:** 25% of grade 6-12 students will be taught how to use the Internet to acquire research and multimedia resources for reports and presentations.
 - b. **Benchmark:** 50% of grade 6-12 students will be taught how to use the Internet to acquire research and multimedia resources for reports and presentations.
 - c. **Benchmark:** 75% of grade 6-12 students will be taught how to use the Internet to acquire research and multimedia resources for reports and presentations.

Year	% of Proficient Students	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
2008-2009	25%	Grade 6-12 students will: <ul style="list-style-type: none"> • Use the Internet for research • Determine accuracy, reliability, and relevance of sources. • Cite Internet sources where and how appropriate • Become familiar with copyright laws and intellectual property 	General Fund, Site Funds	Site Administrators, Technology Coordinators, Classroom Teachers	Classroom observations; Annual Teacher and Student EdTechProfile Survey; Completed word processing documents
2009-2010	50%				
2010-2011	75%				

3f. GOAL: Teachers and students will practice the ethical use of technology.

- 1. Objective:** Revise the district’s Acceptable Use Policy to address the appropriate and ethical use of information technology in the classroom, so that students can distinguish lawful from unlawful uses of copyrighted works: including the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism. Ensure that 100% of teachers and students understand and sign the district’s Acceptable Use Policy (AB 307)
 - a. **Benchmark:** During 2008-2011 100% of K-12 students and parents will sign the district’s Acceptable Use Policy annually.
 - b. **Benchmark:** By the end of 2009, the District Technology Committee will meet to revise and update the district’s Acceptable Use Policy.
 - c. **Benchmark:** By the end of 2010, the District Technology Committee will meet to create an Acceptable Use Policy for Teachers and District Employees.
 - d. **Benchmark:** By the end of 2011, 100% of teachers and district employees will sign the district’s Acceptable Use Policy for Teachers and District Employees.

Bench- mark	Year	Implementation Activity	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008- 2011	100% of students and their parents will sign the district’s Acceptable Use Policy	Site Administrators, Technology Coordinators, Classroom Teachers	Technology Coordinators’ list of students without signed AUP
b.	2008- 2009	District Technology Committee will meet to revise and update the district’s Acceptable Use Policy to include guidelines for new technology; including iPods, flash drives, media downloads, etc.	Site Administrators, District Technology Committee	Review sign-in sheets; Revised AUP submitted to the board for approval
c.	2009- 2010	District Technology Committee will meet to create an Acceptable Use Policy for Teachers and District Employees	Site Administrators, District Technology Committee	Review sign-in sheets; AUP for Teachers submitted to the board for approval
d.	2010- 2011	100% of teachers and district employees will sign the district’s Acceptable Use Policy for Teachers and District Employees	Site Administrators	List of employees with signed AUP

- 2. Objective:** 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. (AB 307)
- a. **Benchmark:** By the end of 2009, the District Technology Committee will meet to review methods of monitoring plagiarism.
 - b. **Benchmark:** By the end of 2009, the District Technology Committee will meet to create a timeline for teachers in instructing their students on the ethical use of technology.
 - c. **Benchmark:** By the end of 2010, teachers will be trained in the ethical use of technology.
 - d. **Benchmark:** By the end of 2011, students will begin to be instructed in the ethical use of technology.

Benchmark	Year	Implementation Activity	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	District Technology Committee will meet to review technological ways to monitor plagiarism at the middle and high school, such as turnitin.com.	District Technology Committee	Review sign-in sheets; Recommended program submitted to the board for approval
b.	2008-2009	District Technology Committee will meet to create a timeline for instruction in the ethical use of technology, which will include the topics; copyright, fair use, plagiarism, and the implications of file sharing and/or downloading. The timeline will specify topics, the grade level in which they will be introduced, and the grade level for mastery.	Site Administrators, District Technology Committee	Review sign-in sheets; Recommended timeline submitted to the board for approval
c.	2009-2010	Teachers will be trained in the ethical use of technology, which will include the topics; copyright, fair use, plagiarism, and the implications of file sharing and/or downloading.	Site Administrators, Technology Coordinators	Review sign-in sheets
d.	2010-2011	Students will be instructed in the ethical use of technology.	Site Administrators, Classroom Teachers	Review of Lesson Plans, Students Technology Survey

3g. GOAL: Students will understand Internet safety and online privacy.

- 1. Objective:** Students will be instructed on Internet safety, including how to protect online privacy and avoid online predators.
 - a. **Benchmark:** By the end of 2009, the District Technology Committee will meet to adopt a curriculum, create a timeline for instruction of teachers in Internet safety, discuss funding and integration of Internet safety into SAFE Schools Program, and coordination with the STAR Deputy program.
 - b. **Benchmark:** By the end of 2010, teachers will be trained in Internet safety.
 - c. **Benchmark:** By the end of 2011, students will begin to be instructed in the ethical use of technology.

Bench- mark	Year	Implementation Activity	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008- 2009	District Technology Committee will meet to do the following: <ul style="list-style-type: none"> • Create a timeline for instruction in the Internet safety. The committee will research and adopt curriculum, such as CTAP’s CyberSafety, i-SAFE, etc. The timeline will specify topics, the grade level in which they will be introduced, and the grade level for mastery. • Discuss funding and integration of Internet safety into the Safe Schools program with the District Safe School Coordinator. • Investigate a partnership with Law Enforcement to instruct students in Internet safety as part of the STAR Deputy program, which is currently being taught in grades K-6. 	Site Administrators, District Technology Committee	Review sign-in sheets; Internet safety instruction timeline submitted to the board for approval
b.	2009- 2010	Teachers will be trained in Internet safety.	Site Administrators, Technology Coordinators	Review sign-in sheets
c.	2010- 2011	Students will be instructed in the Internet safety according to the grade level timeline.	Site Administrators, Classroom Teachers	Review of Lesson Plans, Students Technology Survey

3h. GOAL: Use technology to ensure appropriate technology access for all students.

- 1. Objective:** Ensure appropriate technology access for all students by increasing the student to computer ratio at all grade levels and including access to the Internet for all new computer installations. (“computer” is defined to include, but not limited to: laptop or desktop computers and/or handheld computers)
 - a. **Benchmark:** By the end of 2011, all school sites will assess their computer inventory annually and create a plan for acquiring computer to meet the district minimum student to computer ratio of 10:1, with all computers having access to the Internet.
 - b. **Benchmark:** By the end of 2011, 90% of grade K-2 classrooms will have a minimum student to computer ratio of 10:1 to allow for use in center rotations.
 - c. **Benchmark:** By the end of 2011, 90% of grade 3-5 classrooms will have a minimum student to computer ratio of 8:1 to allow for rotation of students onto computers during classtime.
 - d. **Benchmark:** By the end of 2011, 90% of grade 6-8 classrooms will have a minimum student to computer ratio of 6:1 to allow for increased use of the supplemental math and language arts software programs and Internet research.
 - e. **Benchmark:** By the end of 2011, 90% of grade 9-12 classrooms will have a minimum student to computer ratio of 4:1 to allow students increased access to computers for research, online resources, and office software.

Bench-mark	Year	% of Classrooms	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2011	90%	School sites will assess their current computer inventory annually and create a plan to acquire computers each school year. A possible model would be to implement a 10:1 ratio at one grade level each year. Sites will then purchase appropriate numbers of computers to reach a minimum ratio of 10:1 in classrooms.	General Fund Title II, V (SIP)	Assistant Superintendent, Site Administrators, Technology Coordinators, District IT Coordinator	Site Administrators will coordinate with Site Councils and Technology Coordinators to purchase equipment.
b.	2008-2011	90%	Grades K-2 will have a minimum ratio of 10:1 in classrooms with all computers having Internet access. This computer ratio will allow for increased use of computers in center rotation.	General Fund Title II, V (SIP)	Assistant Superintendent, Site Administrators, Technology Coordinators, District IT Coordinator	Site Administrators will coordinate with Site Councils and Technology Coordinators to purchase equipment.

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c.	2008-2011	90%	Grades 3-5 will have a minimum ratio of 8:1 in classrooms with all computers having Internet access. This computer ratio will allow teachers to create a rotation of students utilizing the computer during classtime.	General Fund Title II, V (SIP)	Assistant Superintendent, Site Administrators, Technology Coordinators, District IT Coordinator	Site Administrators will coordinate with Site Councils and Technology Coordinators to purchase equipment.
d.	2008-2011	90%	Grades 6-8 will have a minimum ratio of 6:1 in classrooms with all computers having Internet access. This computer ratio will allow students increased access to the supplemental math and language arts software, and the Internet for research.	General Fund Title II, V (SIP)	Assistant Superintendent, Site Administrators, Technology Coordinators, District IT Coordinator	Site Administrators will coordinate with Site Councils and Technology Coordinators to purchase equipment.
e.	2008-2011	90%	Grades 9-12 will have a minimum ratio of 4:1 in classrooms with all computers having access to the Internet. This computer ratio will allow students increased access to computers for research, online resources, and office software.	General Fund Title II, V (SIP)	Assistant Superintendent, Site Administrators, Technology Coordinators, District IT Coordinator	Site Administrators will coordinate with Site Councils and Technology Coordinators to purchase equipment.

- 2. Objective:** Ensure all teachers understand the current availability of Assistive Technologies for students.
- a. **Benchmark:** All K-12 classroom teachers will consult with their Site Technology Coordinator to address student’s Assistive Technology needs.
 - b. **Benchmark:** By the end of 2011, all K-12 classroom teachers will be instructed in the Assistive Technologies currently embedded in their operating system.

Benchmark	Year	% of students needing Assistive Technologies	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2011	100%	As students arrive, teachers will consult with their Site Technology Coordinators to address Assistive Technology Needs. Students will be assessed to identify specific hardware and/or software needs.	General Fund, Special Education	Assistant Superintendent, Site Administrators, Technology Coordinators, District IT Coordinator	Site Administrators will coordinate with Site Councils and Technology Coordinators to purchase equipment. Fulfillment of IEP requirements.
b.	2008-2011	100%	Teachers will be instructed in the use of Assistive Technologies currently embedded in the operating system.	General Fund, Special Education	Site Administrators, Technology Coordinators, District IT Coordinator	Sign-in sheets

3i. GOAL: Utilize technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to differentiate learning.

- 1. Objective:** Teachers and administrators will use technology tools for record keeping, grading, and to assist in data driven decision making to support the curriculum.
 - a. **Benchmark:** By the end of 2009, 60% of teachers of grades 4th-12th will use an electronic grading program to maintain student records and to communicate student progress with parents.
 - b. **Benchmark:** By the end of 2010, 80% of teachers of grades 4th-12th will use an electronic grading program to maintain student records and to communicate student progress with parents.
 - c. **Benchmark:** By the end of 2011, 100% of teachers of grades 4th-12th will use an electronic grading program to maintain student records and to communicate student progress with parents.

Bench- mark	Year	% of teachers utilizing tools	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008- 2009	60%	Teachers of grades 4 th -12 th will be trained to use an electronic grading program to maintain student records and to communicate student progress with parents. Additional training will occur as needed.	General Fund Title II, V (SIP)	Site Administrators, Technology Committee	Review sign-in sheets, EdTechProfile Teacher Survey
b.	2009- 2010	80%				
c.	2010- 2011	100%				

- 2. Objective:** All district teachers will use the OARS database to monitor student progress toward benchmarks.
- a. **Benchmark:** By the end of 2009, additional training in the use of the OARS database will be offered to all district teachers.
 - b. **Benchmark:** By the end of 2011, all teachers of grades K-5 will use the OARS database annually to input student benchmark information, track progress toward goals, and report student progress to parents.
 - c. **Benchmark:** By the end of 2011, all Department Chairs will meet to establish grade-level and subject specific benchmarks, which will be used for assessment and tracked in the OARS database.

Benchmark	Year	% of teachers utilizing tools	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	100%	All district teachers will receive additional training in the use of the OARS database.	General Fund, Title II Part D	Site Administrators, Technology Coordinators	Review sign-in sheets
b.	2008-2011	100%	Teachers of grades K-5 will use OARS annually to input student benchmark information and track progress toward benchmark goals. OARS is also used to provide report cards to parents.	General Fund, Title II Part D	Site Administrators, Technology Coordinators	Review sign-in sheets, EdTechProfile Teacher Survey
c.	2008-2011	100% of Dept. Chairs	Grade 6-12 Department Chairs will meet to develop benchmarks for each grade level and subject area. The benchmarks will be used for assessment and tracked using the OARS database.	General Fund, Title II Part D	Site Administrators, Department Chairs, Technology Coordinators	Review sign-in sheets, Benchmark tests

3j. GOAL: Use technology to make teachers and administrators more accessible to parents.

1. Objective: By June of 2011, the district will expand the district website to serve as an information resource for parents, students, and staff and to include up-to-date information on future Board meeting locations and times, individual school calendars, testing calendars, curriculum support materials.

a. **Benchmark:** By June of 2009, the district will expand the district website to serve as an information resource for parents, students, and staff and to include state content standards.

b. **Benchmark:** By June of 2010, the district will expand the district website to serve as an information resource for parents, students, and staff and to include curriculum support materials.

c. **Benchmark:** By June of 2011, the district will expand the district website to serve as an information resource for parents, students, and staff and to include individual school calendars and testing calendars.

Benchmark	Year	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	During the Spring/Summer of 2009, links to the state content standards will be posted on the district website.	General Fund	District Technology Coordinator and Network Administrator	Content standards linked
b.	2009-2010	Curriculum support materials will be updated on the district website.	General Fund	District Technology Coordinator and Network Administrator	Curriculum support materials posted.
c.	2010-2011	Individual school site and testing calendars will be posted to the website.	General Fund	District Technology Coordinator and Network Administrator	Calendars posted to the website.

2. Objective: District clerical and administrative personnel will use “School Messenger,” a telephone emergency notification system.

a. **Benchmark:** Clerical and administrative personnel will communicate with parents regarding school and/or district-wide notifications using “School Messenger.”

Benchmark	Year	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2011	School Messenger will be used to communicate with parents regarding school and/or district-wide notifications.	General Fund, Title II Part D	Site Administrators, Technology Coordinators	Review sign-in sheets

3. Objective: District Technology Committee will meet to discuss possible use of online home to school communication.

a. **Benchmark:** By the end of 2009, the District Technology Committee will meet to evaluate online home to school communication options and their use within our school district.

Bench- mark	Year	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008- 2009	District Technology Committee will meet to discuss possible online home to school communication options, such as Edline, SchoolCenter, iSchool, etc.	General Fund, Title II Part D	Site Administrators, Technology Coordinators	Review sign-in sheets

3k. Monitoring Curricular Components

The District Technology Committee will meet quarterly to set goals for district technology training, publisher workshops, and to evaluate the progress of our district in meeting the goals contained in the Technology Plan. In addition, the committee will meet during the '08-'09 School Year to share information and develop programs of instruction in: Information Literacy, Ethical Use of Technology, and Internet Safety. Additional meetings will include the revision of the Acceptable Use Policy for Students, creation of an Acceptable Use Policy for Teachers and Employees, and increasing the student to computer ratio within our schools. The District IT Coordinator will participate in meetings involving the upgrading of technology within the district.

During the following two years the committee will meet to discuss the implementation of the programs adopted and developed during the '08-'09 School Year. These meetings will include planning of training for teachers, reviewing classroom observations completed by principals and technology coordinators, and review of the EdTechProfile surveys by teachers, administrators, and students.

In monitoring our new textbook adoptions and use of the technology components for planning and enhancing instruction, sign-in sheets for publisher workshops and classroom observations by the principals at each school are going to provide the committee with information on the effectiveness of the workshops.

The EdTechProfile Survey will provide the committee with information on teachers and student's progress toward the district benchmarks. The committee will use the results from the '06-'07 EdTechProfile Survey as a baseline and look for growth in the years that follow.

Lesson plans, student projects, meeting agendas, sign-in sheets, and new programs will all be reviewed in monitoring the implementation of the Technology Plan and the district's curricular goals. Additional information regarding specific monitoring and evaluation for implementation of the curriculum components (3d-3j) have been embedded in above tables on pages 7 through 17.

4. Professional Development

4a.

Acton-Agua Dulce School District strives to provide a variety of professional development opportunities to keep its staff, administrators, and teachers current in standards-based curriculum instruction, differentiated learning and instruction, classroom management, and use of technology in planning and instruction. In addition, first and second-year teachers are part of the BTSA program, which includes a technology component to introduce teachers to programs that are utilized throughout the district.

In the spring of 2007, the district asked that all teachers and administrators complete the EdTechProfile Technology Use Survey. This information has been used to determine a baseline for the district’s technological professional development needs. The results of the survey indicate that 30-40% of our teachers need instruction in Word Processing, Internet, E-mail, and General Computer Knowledge Skills to meet the district’s goal of Intermediate proficiency. These levels of proficiency are confirmed by the EdTechProfile results below.

Date of Report: 03/09/2008 04:43:18 PM PDT

Data as of: 11/03/2007 10:27:07 PM PDT

Technology Assessment Profile: Proficiency Analysis Report Report for Acton-Agua Dulce Unified District

Assessment: Technology Assessment Profile

Certificated (Classroom)

School type: Public

Category: Computer Knowledge and Skills

All Grades

All Subjects

- [Report Description](#)
- [Printer-friendly display](#)
- [Download PDF](#)

Computer Knowledge and Skills	General computer knowledge and skills		Internet skills		Email skills		Word processing skills		Presentation software skills		Spreadsheet software skills		Database software skills	
	Proficiency Level	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count	Percent	Count
Not Applicable	7	11%	9	15%	10	16%	5	8%	24	38%	24	39%	26	42%
Beginning	17	26%	20	32%	19	31%	11	18%	13	20%	14	23%	15	24%
Intermediate	22	34%	21	34%	16	26%	19	31%	9	14%	9	15%	12	19%
Proficient	19	29%	12	19%	17	27%	27	44%	18	28%	15	24%	9	15%
Total Responses	65	100%	62	100%	62	100%	62	100%	64	100%	62	100%	62	100%

In the spring of 2008, the Acton-Agua Dulce Unified School District will conduct a needs assessment survey of the teaching staff to determine where they most need assistance with personal technology proficiency. In addition, teachers, administrators, and classified staff will take the EdTechProfile Technology Use Survey. Using the results of the surveys, the district will develop a structured professional development plan based on the CTAP model of personal technology proficiency. The District Technology Committee will also review requests for staff development in technology as they arise.

In order to ensure that all curricular goals are implemented, the district will offer workshops to all certificated, administrative, and classified staff.

These workshops will include beginning and intermediate classes in the following subject areas:

- Microsoft Word as a lesson-planning tool for teacher production and student project production
- Microsoft Excel as a graphing and charting tool and teacher productivity
- Microsoft PowerPoint as a teacher presentation tool and student presentation tool
- OARS Database and electronic grading programs for teacher productivity and student record keeping
- Internet as a research and collaboration tool for all curricular areas
- Basic troubleshooting for hardware and software
- Information Literacy skills, Internet Safety, and Plagiarism curriculum for instructions with students
- Adjunct electronic textbook materials and their utilization for planning and instruction.

These workshops will be offered either as short after school programs, lunchtime meetings, grade level meetings, or as part of district staff development days. Information Literacy, Internet Safety, and Plagiarism workshops will be scheduled pending the adoption of a curriculum for these topics by the District Technology Committee, which will meet according to the timeline indicated in 3f and 3g. The district will also encourage staff members to participate in local and county technology professional development sessions in order to improve technology proficiency and integration skills. Teacher induction candidates will be encouraged to complete CTAP Level 1 and Level 2 coursework to meet induction Standards 9 and 16.

The Acton–Agua Dulce School District acknowledges that there is a need for administrators to be trained in the use of technology as well. Beginning in 2008, site administrators will commit to attend at least one Administrator Technology Training annually. They will look for training to assist them in using data, including the continued and further use of OARS, at school sites to improve academic performance, streamline budgets, optimize classroom configurations, and build personal technology proficiency.

Beginning in spring 2008, the Acton–Agua Dulce Unified School District will require all teachers to take the EdTechProfile Technology Use Survey on an annual basis. The district will collect the data to determine future professional development opportunities.

4b. Goal: Teachers and administrators will acquire teaching and technology skills necessary to meet the demands of the 21st century.

1. Objective: Offer a variety of methods and opportunities for training teachers, administrators, classified staff, parents and community members to access technology resources, support curriculum and promote student achievement through expanding personal knowledge base

a. **Benchmark:** From 2008–2011, the district will conduct a variety of technology-based workshops to meet the goals of the curriculum section of this document.

Benchmark	Year	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2011	Offer a variety of methods and opportunities for training teachers, administrators, classified staff, parents and community members to access technology resources, support curriculum and promote student achievement through expanding personal knowledge base. This will include, but not limited to: Before and after school sessions, lunch meetings, Dept. Chair meetings, Staff Development days, grade level meetings, County workshops, and evenings.	General Fund	Site Technology Coordinators, Site Administrators, Grade Level Chairs	Sign-in sheets; meeting agendas and minutes; EdTechProfile Survey

- 2. Objective:** Teachers will attain the intermediate level of technological proficiency in four of nine categories, as measured by EdTechProfile Technology Use Survey.
- a. **Benchmark:** By June 2009, 70% of teachers will attain a minimum of intermediate proficiency in four of nine categories, as measured by EdTechProfile Technology Use Survey.
 - b. **Benchmark:** By June 2010, 80% of teachers will attain a minimum of intermediate proficiency in four of nine categories, as measured by EdTechProfile Technology Use Survey.
 - c. **Benchmark:** By June 2011, 90% of teachers will attain a minimum of intermediate proficiency in four of nine categories, as measured by EdTechProfile Technology Use Survey.

Bench-mark	Year	% of Teachers w/Intermediate Proficiency	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	70%	District Technology Committee will meet in Fall of 2008 to schedule workshops for teachers, administrators, and staff in the following areas: Word, Excel, PowerPoint, Internet and E-mail use, OARS, current embedded Assistive Technologies, and basic hardware and software trouble shooting.	General Fund	District Technology Coordinator, Site Administrators; District Technology Committee	Sign-in sheets; EdTechProfile Survey in Spring 2009
b.	2009-2010	80%	District Technology Committee will meet in Spring of 2009 to schedule workshops for teachers, administrators, and staff in the following areas: Internet Safety, Student Acceptable Use Policy, Information Literacy, ethical use of technology, and grading programs for monitoring student progress.	General Fund, Title II Part D	District Technology Coordinator, Site Administrators	
c.	2010-2011	90%	District Technology Committee will meet in Spring of 2010 to schedule workshops for teachers, administrators, and staff in the following areas: Teacher and District Employees Acceptable Use Policy and instruction of students in Internet safety, ethical use of technology, and use of the computer.	General Fund, Title II Part D	District Technology Coordinator, Site Administrators	

3. Objective: All district administrators will participate in county sponsored technology training for administrators annually.

a. **Benchmark:** Annually, at least 100% of district administrators will participate in County sponsored technology training for administrators.

Benchmark	Year	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2011	100% of district administrators will attend County sponsored technology training.	General Fund, Title II Part D	Site Administrators	Sign-in sheets; Collaboration among administrators on information presented at trainings

4c. Monitoring Professional Development Components

The monitoring process for Professional Development covers many varied sources. The District Technology Committee will meet quarterly to set goals and dates for district technology training, publisher workshops, and to evaluate the progress of our district in meeting the goals contained in the Technology Plan. The annual EdTechProfile survey will be used to provide the committee with information at both the site and district level. The survey report for the '06-'07 School Year will be used as a baseline and the committee will look for growth in the years that follow. This information will be reviewed to assist the committee in planning future training and inservices. In addition, sign-in sheets, meeting agendas and minutes, principals' classroom observations, and the yearly California School Technology Survey (CSTS) will also be discussed and utilized during committee meetings.

EdTechProfile Student Survey will be implemented in the '08-'09 School Year to establish a baseline of student data. This information will be reviewed by the committee and used to plan activities, teacher inservices, and monitor the progress of the use of computers by the students.

5. Infrastructure, Hardware, Software, and Support

5a.

The small district of Acton-Agua Dulce includes two elementary schools, one middle school, and one high school. Each site is networked to a server. The elementary schools' servers perform a full back-up daily onto a separate internal hard drive. The student information system (AERIES) at all sites is backed up to the server at the district daily. All servers have an un-interruptible power supply (UPS). Each classroom (with exception of four portable buildings at the middle school), library/media center, and office has Internet access. The systems and equipment described below support the Technology Plan, including implementation of the District Curriculum and Professional Development Components.

The district currently supports the following hardware, software, and infrastructure:

Existing Hardware:

- Phones in all classes with outside access
- TBase10/100/1000 mbs Switches and hubs
- Servers at all sites
- Teacher access to server at Vasquez
- At least one computer in all classrooms
- Scanners, laser printers, digital still and video cameras
- LCD projectors
- CD-Rom burners
- VHS and DVD players
- Television sets

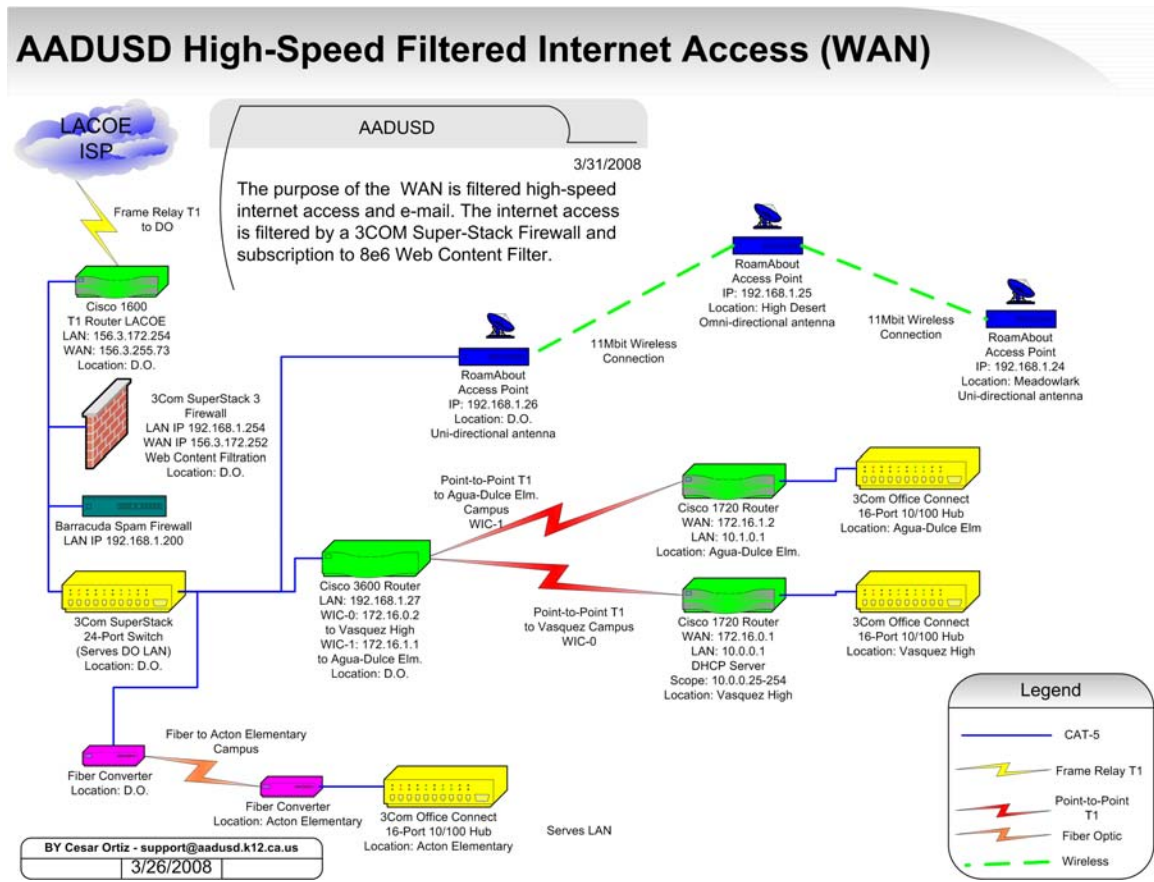
Below is a current list of all technology hardware at each school site:

	Vasquez High	High Desert Middle	Meadowlark Elementary	Agua Dulce Elementary	Virtual Academy
Number of Classrooms	25	21	20	19	1
Computers 3 years and newer	6	22	24	5	0
Computers older than 3 yrs.	67	71	29	30	24
Computers in Classrooms	28	39	46	27	0
Computers in Storage	15	0	0	0	0
Computers in Computer Labs	30	39	0	0	24
Computers in Library Media Centers	0	14	0	8	0
Printers	15	19	27	13	0
Scanners	2	1	1	2	0
Digital Still Cameras	9	1	2	0	0
Digital Video Cameras	1	0	0	0	0
Televisions	14	19	18	12	0
VHS Players	13	20	18	8	0
DVD Players	0	20	18	2	0
Servers	2	1	1	1	1
Phones	12	20	24	19	1
Internet Connections in Classrooms	22	25	19	20	0
Internet Connections in Library/Media Center/Computer Lab	30	39	0	0	24

Existing Internet Access:

- T-1 capability in D.O., Vasquez High, Agua Dulce, classrooms
- Wireless connection to shared T-1 at High Desert and Meadowlark
- Internet in all classrooms, excluding 4 portables at the middle school
- Web Filter at the District Office
- E-mail addresses for all staff and admin.
- Fiber optic backbone at Meadowlark and Vasquez

Below is the district schematic, which illustrates the current Infrastructure configuration for all schools and satellite locations:



Existing Electronic Learning Resources:

- Microsoft Office 1997 and higher
- OARS
- Accelerated Reader (STAR Reading)
- Accelerated Math (STAR Math) at one elementary school
- Math Arena, Algebra Stars, Inspiration 8, Grammar Made easy at the middle school
- Flash 5, Dreamweaver 4, Final Cut Pro, Glencoe keyboarding, and subscription to Unitedstreaming for the '07-'08 School Year at the high school
- One copy of Dreamweaver 8 and Adobe Acrobat 8 Professional at each school site and the district office for website administration
- Electronic Learning Resources provided by the History and Science publishers vary by grade level

Existing District Technical Support:

# of Support Staff	Hours per day	Job Title	Job Description	Time Allocation
1	8	District Network Administrator/Technology Coordinator	Maintains web pages, technical support to sites and D.O. as needed, purchasing and inventory, technology maintenance, server maintenance, maintain and upgrade district data base	Each site and district office is allocated 1 day per week by the District IT Coordinator
5	0.5	Site Technology Coordinators	Basic troubleshooting of hardware and software	Coordinators assist teachers as needed

* High school students are also called upon at intervals to assist teachers at the high school site in basic troubleshooting.

There is an established process for teachers and staff to request technology assistance. Staff members should first attempt to contact their site Technology Coordinator for assistance and basic troubleshooting. Each school office has Technology Assistance Request forms that must be filled out in advance. The District Network Administrator/Technology Coordinator then addresses each request when he is on campus, prioritizing needs according to severity.

5b.

A variety of hardware and software is needed to support the curriculum and professional development components of this plan. Technology will be placed at the school sites according to elementary, middle, and high school implementation guidelines that support the Curriculum and Professional Development components most effectively.

Historical trends in technology suggest that the average usable life of a computer system is approximately three to four years. The likelihood of systems that are still working after that time period to meet the current minimum technology requirements is minimal. The District Technology Committee will be investigating the recycling and possible reuse of obsolete machines. The ultimate disposal of obsolete systems will be at the discretion of the District IT Coordinator.

The committee proposes that the district adopt a five-year lifecycle for computers and related equipment, and therefore will look to replace twenty percent of computers yearly. If a ten-to-one minimum student-to-computer ratio is the standard, then eight computers per year per site will be required to meet this standard. In addition, computers will need to be replaced at a rate of six computers per site per year. The computer lab and/or media center at each school will need to be replaced in its entirety once every five years. Since maintaining identical systems in each lab is critical, replacement of its computers should be wholesale, not gradual.

Technology Needs:

- Computers to reach the minimum 10:1 ratio at grades K-12
- Electronic grading programs
- Replace old computers
- Upgrade switches to TBase100/1000 mbs
- Upgrade wireless connection between schools
- Upgrade servers (5)
- Upgrade cabling (CAT 5E)
- Upgrade Internet access and bandwidth
- Microsoft Office (newest version)
- Upgrade operating systems
- Upgrade phone systems (explore VoIP telephone system with voice messages)
- Upgrade student and teacher computer workstations
- Printers (with ink and toner)
- Professional development for existing educators and support personnel
- LCD Projectors

Wants:

- Document Cameras
- Electronic Writing Tablets
- Kidspiration and Inspiration software
- Digital still and video cameras

If the district is to provide effective technical solutions, training, and support, it is essential that minimum technology standards be established. These standards must be implemented district-wide to increase the overall effectiveness of technical staff and solutions. Acton-Agua Dulce Unified School District is working on standardization of all services and programs throughout the district.

The benefits of maintaining such standards include:

- Faster, easier deployment of new systems, software, and programs.
- Training is simplified, as one training can apply to all locations.
- Technology-based resources will be more accessible for district-wide consumption.
- Collaboration both within and between sites is more effective, since all are using similar systems, software, and programs.
- Standardized systems are easier and less expensive to support.

The district has established guidelines for maintaining older computers. Any computers that do not meet the following specifications are no longer maintained. The minimum standard for computer technology in our district is as follows:

PC

- Windows 2000
- Pentium III
- 333 MHz
- 10 GB Hard-drive
- 256 MB RAM
- CD Rom
- Sound card
- Floppy drive
- Network card
- Video adapter and monitor with Super VGA (800 x 600) or higher resolution

Mac

- OS 10.3 “Panther”
- G4 Processor or PowerPC for Intel machines
- 256 MB Ram
- 10 GB Hard-drive
- DVD-Rom drive
- NIC card

The district also has established a minimum requirement for donations made by businesses and community members:

PC

- Windows XP or ability to install operating system
- Pentium IV
- 512 MB RAM
- 20 GB Hard-drive
- Network card or open slot for card
- CD-Rom or DVD-Rom drive
- Sound Card
- Video adapter and monitor with Super VGA (800 x 600) or higher resolution
- In working order

Mac

- OS 10.5 “Leopard”
- G5 Processor or PowerPC for Intel machines
- 512 MB RAM
- 20 GB Hard-drive
- CD-Rom or DVD-Rom drive
- NIC card
- In working order

Needs Assessment/Timeline

The above standards are to be used as equipment at school sites becomes antiquated. All school sites have equipment, which does not meet the minimum standards. This equipment will be utilized until it stops working or can be replaced, according to which time comes first. In addition, a small stock of backup parts for the older computers will be kept for utilization in emergencies.

All technology purchases for hardware and software, whether with district funds, site funds or donations, must be approved by the District Network Administrator/Technology Coordinator or the site Principal. All purchases must meet the minimum standards and follow the timeline for upgrading technology in the District Technology Plan. Donations will only be accepted if an appropriate educational setting is identified and approved by the District Network Administrator/Technology Coordinator.

Our district reviews the technology needs of our students on a regular basis and will purchase any specialized equipment or assistive technologies for our students as needed, based on a needs assessment to be completed by district Special Education personnel. Our plan ensures that technology is accessible to all students by maximizing the time that it is available to our students, by ensuring that the district has appropriate technology available to them, and providing teachers with professional development to implement technology effectively into the standards based curriculum.

5c.

The following outlines the benchmarks and timeline for obtaining hardware, learning resources, infrastructure, and technical support to support the Technology Use Plan. Purchasing will be done at the site level to meet the grade level guidelines for student to computer ratio in section 3h. and in accordance with the needs upgrades listed above. (Note: Hardware includes computers to reach minimum of 10:1 student to computer ratio, peripherals, laptops, projectors, etc. Learning Resources include Microsoft Office, Kidspiration/Inspiration, i-SAFE curriculum and training, etc. Infrastructure includes servers, wiring, routers, T1 lines, telephony, etc. Technical support includes one District IT, one Site Technology Coordinator, and possible volunteers.)

- a. **Benchmark:** By March 2009, the District Technology will meet to plan and discuss status and purchasing of hardware, learning resources, and infrastructure specific to each site and the district office to support the Technology Use Plan.
- b. **Benchmark:** By March 2010, the District Technology will meet to plan and discuss status and purchasing of hardware, learning resources, and infrastructure specific to each site and the district office to support the Technology Use Plan.
- c. **Benchmark:** By March 2011, the District Technology will meet to plan and discuss status and purchasing of hardware, learning resources, and infrastructure specific to each site and the district office to support the Technology Use Plan.

Acton-Agua Dulce Unified School District

Benchmark	Year	Obtaining Hardware % replaced/purchased	Learning Resource % purchased	Obtaining Infrastructure % replaced/purchased	Technical Support Positions Needed	Responsible Person or Dept.	Monitoring and Evaluation
a.	2008-2009	20%	100%	20%	1 FTE IT, 5 Site Coordinators	Superintendent District IT Coordinator	IT Requests, CSTS School and District Surveys, Purchase Orders, Completed Training (sign-in sheets)
b.	2009-2010	20%	100%	20%	1 FTE IT, 5 Site Coordinators	Superintendent District IT Coordinator	IT Requests, CSTS School and District Surveys, Purchase Orders, Completed Training (sign-in sheets)
c.	2010-2011	20%	100%	20%	1 FTE IT, 5 Site Coordinators	Superintendent District IT Coordinator	IT Requests, CSTS School and District Surveys, Purchase Orders, Completed Training (sign-in sheets)

- d. **Benchmark:** By the end of 2009, school sites will purchase additional software as needed to coordinate with the new textbook adoption.
- e. **Benchmark:** By the end of 2010, school sites will purchase additional software as needed to coordinate with the new textbook adoption.
- f. **Benchmark:** By the end of 2011, school sites will purchase additional software as needed to coordinate with the new textbook adoption.

Benchmark	Year	Implementation Activity	Budget Source	Responsible Person or Dept.	Monitoring and Evaluation
d.	2008-2009	School sites will purchase supplemental software as needed to coordinate with the new textbook adoption.	General Fund	Site Administrators, District Network Administrator/Technology Coordinator	Site Administrators, District Curriculum Committee
e.	2009-2010	School sites will purchase supplemental software as needed to coordinate with the new textbook adoption.	General Fund	Site Administrators, District Network Administrator/Technology Coordinator	Site Administrators, District Curriculum Committee
f.	2010-2011	School sites will purchase supplemental software as needed to coordinate with the new textbook adoption.	General Fund	Site Administrators, District Network Administrator/Technology Coordinator	Site Administrators, District Curriculum Committee

5d. *Monitoring Infrastructure, Hardware, Technical Support, and Software Components*

A successful technology infrastructure uses proven technology, offers high reliability, and is flexible enough to be reused as technology improves. The ultimate goal of this plan is to provide a highly functional, well-supported technology system that will supply standards based, equal access to technology and resources for teachers, students, and parents. In order to accomplish this, the District Technology Committee, which includes members from all key groups of technology users in the district, will become an integral part of the investigation, ordering, and implementation of technology acquisition. While site based purchases of hardware and infrastructure are the responsibility of each site and dependent upon their budget, recommendations for purchasing will also stem from the District Technology Committee and be made in accordance with the district Technology Use Plan.

In order to make the best use of the current equipment and plan for the acquisition of new equipment, the District Technology Committee will review the following areas in their quarterly meetings over the next three years:

- To improve school to home communication, regular updating of the District and site websites to include more information for parents and community members.
- Increasing Internet access and bandwidth to allow for streaming video access from each school site in the district.
- Additional infrastructure to support streaming video access.
- Maintaining the equipment standard at all school sites.
- Investigating the purchasing and potential use of a mobile lab at the elementary school sites.
- Investigating possible teacher website builders and online grade reporting to increase school to home communication.
- Research pricing of VoIP with voice messages to improve home to school communication.
- Keeping a small stock of backup computers and/or to support school sites in emergencies.
- Providing guidance to school sites regarding purchasing to comply with district standards.

6. Funding and Budget

6a.

The Acton-Agua Dulce Unified School District’s budget currently supports one full time District Network Administrator/Technology Coordinator and five Site Technology Coordinators, who are also employed as full-time teachers. The District Network Administrator/Technology Coordinator provides technical support for the infrastructure and site hardware. Site Technology Coordinators provide assistance with basic troubleshooting regarding infrastructure, hardware, and software along with assisting teachers in curriculum integration.

District Technical Support

# of Support Staff	Hours per day	Job Title	Job Description
1	8	District Network Administrator/Technology Coordinator	Maintains web pages, technical support to sites and D.O. as needed, purchasing and inventory, technology maintenance, server maintenance, maintain and upgrade district data base
4	0.5	Site Technology Coordinators	Basic troubleshooting of hardware and software

* High school students are also called upon at intervals to assist teachers at the high school site in basic troubleshooting.

Current Funding Resources

District

- EETT Formula Funding
- Grants
- Lottery Funds
- General Funds
- Developers’ Fees
- Donations

Site

- Block Grants
- GATE
- Special Education
- School Improvement
- Parent Organizations
- Carl Perkins Grant at the high school

Potential Funding Resources

Potential funding resources that will be investigated are Title II, Part B for staff development, the Safe Schools Grant for technology integration, and E-rate funding for infrastructure. The district feels it is critical to aggressively seek funds to underwrite portions of cost related to items in this plan. As grant opportunities become available, it is the goal of the district to distribute the information to schools and to encourage sites to participate in all grant opportunities. The district will develop an alert system, via e-mail, to notify schools of potential funding opportunities. The District Network Administrator/Technology Coordinator will be responsible for sending the information regarding funding opportunities to the school site contact personnel.

Ongoing Technical Support/Replacement

The district has a replacement policy that addresses obsolete equipment. As technology ages, it becomes more difficult and less cost effective to service this equipment. The district reviews its current inventory of technology annually in order to identify hardware ready for obsolescence. Older computers, which are still viable, are often placed at lower grade levels where the demand for high-end multimedia computer technology is not as significant as in upper grades.

6b. Estimated Technology Budget

Estimated Implementation Costs for Hardware, Software, and Infrastructure:

The following chart breaks down estimated District and Site level costs associated with any needed hardware, infrastructure, upgrades, and/or electronic learning resources. Before any purchases are made, all cost saving options will be explored, including leasing. Budget reflects purchases made by each individual school site. **Please note that all of these costs are estimates and will only be expended when/if funding becomes available.**

Funding Item	2005-06	2006-07	2007-08
Additional Computer purchases (approximately 8 per year per site) <i>To achieve goal of 10:1 student to computer ratio per classroom in grades 4-12.</i>	\$4,000 per site	\$4,000 per site	\$5,000 per site
Desktop Computer Replacement (approximately 6 per year per site) <i>Note: Systems to be replaced prioritized by age, repair issues, etc.</i>	\$3,000 per site	\$3,000 per site	\$8,000 per site
Network/Infrastructure Upgrade <i>Note: These are costs beyond the normal running of the network. Normal operating costs are not included in this budget. Includes: phones, servers, switches, routers, cabling, drops</i>	\$6,000 per site	\$6,000 per site	\$7,000 per site
Current Network/Infrastructure <i>Includes: telephony, T1 lines, firewall, and web content filter</i>	\$15,000	\$15,000	\$15,000
Software purchases <i>Supplemental subject specific software, MS Office, computer operating systems, anti-virus software.</i>	\$1,000 per site	\$2,000 per site	\$3,000 per site

Estimated Implementation Costs for Technical Support and Systems Maintenance:

The following chart breaks down the estimated costs associated with district-level costs for technical support staff and systems maintenance. All of these costs will come from the District general funds and developer fees. **Please note that all of these costs are estimates and will be expended when time logs are submitted.**

Funding Item	2008-09	2009-10	2010-11
District Network Administrator/Technology Coordinator	\$50,000	\$52,000	\$54,000
Site Technology Coordinators 0.2 FTE per site	\$1,900 - \$2,200 per site	\$1,900 - \$2,200 per site	\$1,900 - \$2,200 per site

Estimated Implementation Costs for Staff Development:

The following chart breaks down the District level estimated costs associated with technology professional development. All of these costs will come from the District general funds, site funds, EETT, and block grants. **Please note that all of these costs are estimates and will only be expended when/if funding becomes available.**

Funding Item	2008-09	2009-10	2010-11
Subs for Training Team for Internet Safety (8 members, 2 days)	\$800 per site	\$800 per site	\$800 per site
District Technology Committee (10 hours per member per year)	\$6000	\$6000	\$6000
Buyback Day Technology Training (one per year)	\$15,000	\$15,000	\$15,000
After-school Technology Training (3 sessions per year, 1 hour each)	\$8000	\$8000	\$8000
Technology Conferences	\$2000	\$2000	\$2000

6c. Replacement Policy for Obsolescence:

The district continually replaces older technology at an approximate rate of 15% per year (one terminal every 7 1/2 years). Appropriate software and operating systems are upgraded on an as needed basis, following district established minimum levels of technology. School Site Technology Committees are in charge of continually evaluating the viability of existing technologies as well as keeping a current inventory for each site and the District Office. These individuals establish where the need for replacement exists. This includes, but is not limited to: servers, switches, desktop and laptop computers, VCRs, televisions, digital cameras, printers, and software.

If a piece of equipment is beyond repair or it does not make economic sense to repair it, the equipment is stripped for all usable parts and discarded. The district recognizes that many parts, such as keyboards, mice, memory chips, etc. can be recycled from non-repairable equipment and used in currently viable technology.

The district will research the possibility of entering “single vendor” contracts in order to minimize costs and simplify maintenance procedures.

6d. Monitoring Educational Technology Funding:

The district will carefully monitor expenditures to ensure that all costs are within the general budget. The Director of Business Operations will review the proposed technology budget annually with input from the District Technology Committee. Adjustments to the budget will be made on an “as needed” basis. Site Administrators will monitor and administrate their local site budgets. School site budgets must be approved by the Superintendent and the Board.

7. Monitoring and Evaluation

7a.

The District Technology Committee meets on a quarterly basis and will be responsible for monitoring and evaluating the progress of the Technology Plan. This committee includes administrators, teachers, staff representatives from the school sites, and parents. The committee will monitor the activities and assist in making recommendations and adjustments to the sites and to the district technology use plan.

The District Technology Plan will be revised annually, as well as any site-based Technology Use Plans. Staff will be surveyed during the process each year to ensure that the plans accurately reflect the status and needs of the students, staff and sites. Progress toward the attainment of the goals laid out in this plan will be reported to the Superintendent and the School Board on an annual basis.

The main goal of the District Technology Plan is to support student achievement and each site's curricular growth plans. The Single Plan for Student Achievement (successor to the PQR) provides annual updates that include technology usage by students, staff and parents. This will be monitored closely to determine the effectiveness of the technology implementation, and adjustments will be made, as needed, to maximize student achievement.

Technology staff will work with the Los Angeles County Office of Education and school-site leaders to analyze data and determine the level of impact which technology is having on learning. Surveys of all stakeholders will be conducted to better understand the impact of the district technology program.

Teachers and administrators will complete the EdTechProfile Technology Survey on an annual basis to determine the level of technology growth and integration. Professional development activities will be adjusted to accommodate growing levels of technology proficiency.

The District Technology Committee will make an annual report to the School Board on the progress of educational technology in our district. At this time, additional goals and modifications to the original technology plan will be addressed.

By consistently evaluating our Technology Plan, its goals, and objectives, our technology team will be able to track progress toward district goals. In doing so, the team will also be able to make adjustments to district programs in the event progress is not evident.

Responsibility (*names of staff responsible for implementation of plan*):

- Dr. Stan Halperin - Superintendent
- Caesar Ortiz – District Network Administrator/Technology Coordinator
- Rosemary Oppenheim – District Director of Curriculum and Instruction
- District Technology Committee

7b.

The schedule for evaluating the plan's implementation is included with each component. In addition to the monitoring and evaluation within each component, the district recognizes the need for updating the Technology Use Plan as funding, curricular goals, and circumstances change. The District Technology Committee will meet quarterly to continually review the progress of each component of the plan. Members of the technology committee will include site representatives, district IT coordinator, technology coordinators, district administrators, and student and parent leaders.

Monitoring items will include:

- Professional development sign-in sheets and evaluation forms after each training.
- Administrator observation of lessons integrating technology reviewed on an ongoing basis.
- Completed EdTechProfile Survey by all teachers and site administrators.

7c.

Specific components of evidence and progress will be examined and evaluated in relation to originally proposed actions and outcomes of the District Technology Plan. A formal summary of each component will be prepared for submission to the School Board as part of a yearly report and will document ongoing monitoring and evaluation of the effectiveness of the plan implementation. Revisions to the plan will be based on these evaluation activities.

8. Adult Literacy

8a.

Acton-Agua Dulce Unified School District collaborates with other Elementary School Districts as well as Institutions of Higher Education to provide adult literacy classes to the community. Currently, adult citizenship classes are offered through the local Antelope Valley Community College. Antelope Valley Union High and William S. Hart School Districts offer ROP classes for young adults who wish to complete vocational training. The district directly collaborates with a neighboring district (Antelope Valley High School District) to provide parenting courses for adults.

As a part of the Santa Clarita BTSA program and in collaboration with local universities, a technology component is included to meet the induction standards. These standards will provide even more direction and access to technology for teachers, which will in turn increase student access and achievement.

College of the Canyons and Antelope Valley College offer Adult Computer Literacy courses open to adults in our community at its main campus and at a satellite center. Courses offered include PowerPoint, Beginning Word, Beginning Photoshop, Beginning Internet, Introduction to Macintosh, and Introduction to PC Operating System. Hands-on experiences are available in the college computer lab.

The district would like to examine the future possibility of opening our site computer labs in the evenings for parent and student use.

9. Research

Committee members shared a variety of research to guide and support the development of the technology plan. The International Society for Technology in Education (ISTE) standards provide the basis for correlating technology uses with the state curriculum content standards. (National Education Technology Standards for Students: NETS-S, International Society for Technology in Education, 2000)

9a.

Research CEO Forum. *The CEO Forum School Technology and Readiness Report: Key building blocks for student achievement in the 21st century.* (2001, June). Retrieved online 10/8/02. <http://www.ceoforum.org/downloads/report4.pdf>

The Study: 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.

District specific analysis of how the research will be used: Consistent with this research, the Acton-Agua Dulce 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 Acton-Agua Dulce School District will continuously monitor its attainment of the goals and objectives of its Master Plan for Technology, 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.

Heath, Marilyn, and Ravitz, Jason. *Teaching, Learning, and Computing: What Teachers Say.* (2001) Retrieved online 10/8/02. ERIC <http://www.eric.org/fulltext/IR021238.pdf>

The Study: This paper examines the results from the "Teaching, Learning and Computing" (TLC) survey (Becker, H.J. & Anderson, R.E., 1998) administered to the "Applying Technology to Restructuring and Learning" (ATRL) project participants. The ATRL project was a five-year project funded by the U.S. Department of Education, Office of Educational Research and Improvement, and carried out by the Southwest Educational Developmental Laboratory's Technology Assistance Program. The primary purposes of the project were to document how teachers and their teaching practices changed as they integrated technology in their classrooms and to document the role that technology played in that process. A major activity of this project was the design, development, and delivery of 72 hours of professional development that modeled constructivist-learning environments supported by technology. The TLC results were examined to shed light on the benefits of the ATRL professional development intervention and also to help inform the three research questions under consideration in this study: (1) What do constructivist-learning environments supported by technology look like in practice? (2) How can teachers be assisted in developing constructivist-

learning environments supported by technology? (3) How does technology facilitate the development of a constructivist-learning environment?

District specific analysis of how the research will be used: The Acton-Agua Dulce School District will use the findings and recommendations of this report as a guide in planning professional development activities that encourage constructivist, project-based student learning activities. Specifically, professional development sessions will encourage teachers to:

- Communicate electronically with others
- Present information to students and peers
- Use technology to collaborate

Professional development activities will model ways to integrate technology to assist teachers in learning both new instructional strategies while learning and using technology. The report's findings that technology curriculum-integration rather than technology skills training should be the primary focus of technology-centered staff development supports existing professional development goals of the Acton-Agua Dulce School District's Master Plan for Technology.

Schacter, John. *The Impact of Education Technology on Student Achievement: What the Most Current Research Has to Say*. (1999) Retrieved online 3/10/08. LACOE http://ctap.lacoe.edu/upload/f/f4/Impact_of_et.pdf

The Study: A variety of studies nationwide have examined the impact of education technology on student achievement. However, because research into education technology is relatively new, results vary and are not conclusive. An analysis of five large-scale studies indicates that the positive effects outnumber the negative effects. One positive finding from most of the studies was that technology improved student's general attitudes toward learning and school. Results regarding standardized testing varied greatly among studies. In some studies the scores were impacted and in others there was little to no change in norms. All of the studies make a case for the use of education technology. The overall result of all of the examine studies was that students with access to a variety of education technologies demonstrated positive gains over the control students on standardized tests, national tests, and the tests created by the researchers. However, these gains were made only when learning objectives were clear and students were given appropriate guidance in the completion of all tasks. In addition, success was dependent on the appropriate selection of technology hardware and software.

District specific analysis of how the research will be used: Consistent with the research, the Acton-Agua Dulce Unified School District will carefully analyze teaching materials and learning resources for an alignment to the state adopted content standards. We will use this research to guide our professional development in order to support appropriate selection and implementation of education technologies. Professional development will include models of ways to integrate the use of technology with existing curriculum. The academic gains in the examined studies were not always across content area. In addition to technology skills, our district strives to train teachers in curriculum integration.

Fulton, K. (1998). *Evaluating the Effectiveness of Educational Technology, Academy for Educational Development*. Retrieved online 3/14/08.

http://ctap.lacoe.edu/upload/d/dc/Use_of_technology.pdf

The Study: This report discusses the question, “Do educational technologies work?” Directly connected to the definition of effectiveness is what results are being sought. One positive result would be increasing the basic skills of students that can be tested on standardized tests. Some think effectiveness is students being more enthusiastic about learning more in less time. Sustained practice that does not necessarily require technology can be used. Does technology help to develop higher-level skills and thinking processes? This is a problem because those are skills that are less often tested on standardized tests in education. It appears to be most important to generate lists of goals that can be used to promote higher levels of thinking for all students. Examples might be: Are students required to use complex tools in an appropriate way; Can students present information in creative, multiple formats; And are students motivated to higher level thinking by the use of technology? There are no easy answers at this time.

District Specific Analysis of How the Research will be Used: Technology will be used for reading comprehension in Renaissance Accelerated Reading. This program gives students the opportunity to read and succeed at their own tested reading level. Many students are motivated by the challenge of success and reading at a higher level. Higher-level skills could be developed by the creative use of software such as Power Point. Students learn to research and create presentations from any of the curriculum areas. Creativity grows as students continue to learn the levels of the programs and how to use them.

Technology and Education: A Review of Federal, State, and Private Sector Programs. Retrieved online 3/14/08. http://ctap.lacoe.edu/upload/1/1d/Senate_research_edtech.pdf

The Study: An exhaustive hearing before the Subcommittee on Telecommunications and the Internet of the Committee on Energy and Commerce Houses of Representatives One Hundred Seventh Congress printed for the use of the Committee on Energy and Commerce. It is an agenda shaped on several broad themes, not the least of which is how technology can improve people's lives. The primary writer launched a Leave No Child Off-Line tour, including a teleconference with over 500 high school students and 11 different schools, followed by a visit to a public-private partnership between Cisco and a local school district. Given that it was from random samplings of schools and statistics, this quantitative study was meant to gain a deeper understanding and appreciation of the value of technology and education, and the tremendous investments made at all levels of government and the private sector through public-private partnerships. It was found that many graduates of the Cisco-supported program went on to high-paying jobs in the technology field. The goal of today's hearing is to paint a broad picture of what investments in technology and education are being made in the United States on the Federal, State and local and private sector levels. Of the funding entities listed, special note is made of E-rate, followed by smaller programs like TOPS and Instructional Television Fixed Service (ITFS).

District Specific Analysis of How the Research will be Used: The overall thrust of the article is we have a unique opportunity to attack problems that have plagued us for so long, but to do so “we must think in new ways, apply new approaches, and do more to bring people and resources together to advance a common purpose to help young people

grow up with hope, personal responsibility, and the opportunity to lead meaningful and productive lives.” (Mariano, 1963) Integration of technology into the curriculum will enhance students’ abilities to function in an ever changing and technologically advanced society.

9b. *Distance Learning:*

The HSN (High Speed Network) is establishing a high-speed Internet backbone in California connecting COE’s (County Office of Education) and eventually school districts at speeds that will greatly facilitate video conferencing and learning. In the near future, the Acton-Agua Dulce School District will be increasing the speed of its Internet connection to the Los Angeles County Office of Education in anticipation of these resources being developed for both staff and students. Students at Vasquez High are encouraged to participate in online AP and Honors classes disseminated through California State University at Dominguez Hills, and College of the Canyons courses.

Virtual Academy courses are offered online to students as a means of credit completion/retrieval.

Classroom teachers regularly use the Internet to access information and resources that are not readily available to our community. At the high school, video streaming is being integrated into classroom instruction. With the new science adoption in 2007-2008, teachers are able to conduct virtual labs and fieldtrips, which give the students experiences, which would not otherwise be available. Weblinked literature circles are incorporated at the elementary schools along with Webquests as a follow-up to curricular units. Teachers and students are currently accessing websites, such as MarcoPolo, that focus on a variety of curricular areas that are also connected to state curriculum standards. The Internet is an invaluable resource for teachers to supplement their regular curriculum.

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
<p>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)</p>	1	<p>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).</p>	<p>The plan is less than three years or more than five years in length. Plan duration is 2008-11.</p>
<p>2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).</p>	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
<p>Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.</p>	1-3	<p>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.</p>	<p>Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.</p>

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	4-5	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.	5-6	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.	6	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.	7	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.	8-12	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.

<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students 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, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>13-14</p>	<p>The plan describes or delineates clear goals 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 plan suggests that students will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<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, optional in 2007-08 tech plan, required in all tech plans 2008-09 and after)</p>	<p>15</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>16-17</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</p>	<p>18-19</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken</p>

<p>to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.</p>		<p>using technology to support the district's student record-keeping and assessment efforts.</p>	<p>to accomplish the goals.</p>
<p>j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.</p>	<p>20-21</p>	<p>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.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.</p>	<p>21</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.</p>

<p>4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.</p>	<p>22-23</p>	<p>The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.</p>	<p>Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.</p>
<p>b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional</p>	<p>24-26</p>	<p>The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and</p>	<p>The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have</p>

<p>development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.</p>		<p>administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.</p>	<p>the necessary training to implement the Curriculum Component.</p>
<p>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.</p>	<p>26</p>	<p>The monitoring process, roles, and responsibilities are described in sufficient detail.</p>	<p>The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.</p>

<p>5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).</p>	<p>Page in District Plan</p>	<p>Example of Adequately Addressed</p>	<p>Example of Not Adequately Addressed</p>
<p>a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.</p>	<p>27-30</p>	<p>The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.</p>	<p>The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.</p>
<p>b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and</p>	<p>30-33</p>	<p>The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and</p>	<p>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</p>

Professional Development Components of the plan.		Professional Development Components.	listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	33-34	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	35	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.	36-37	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.	37-38	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	38	Plan recognizes that equipment will need to be replaced and outlines a	Replacement policy is either missing or vague. It is not clear that the

		realistic replacement plan that will support the Curriculum and Professional Development Components.	replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	39	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	39	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	40	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.	40	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	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed

Corresponding EETT Requirement(s): 11 (Appendix D).			
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)	41	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, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	42-45	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	45	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J – Technology Plan Contact Information

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 19 - 75309

School Code (Direct funded charters only): _____

LEA Name: Acton-Agua Dulce Unified School District

*Salutation: Dr.

*First Name: Stan

*Last Name: Halperin

*Job Title: Superintendent

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*City: Acton

*Zip Code: 93510

*Telephone: (661) 269 - 0750 Ext: 102

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Please provide backup contact information.

1st Backup Name: Cesar Ortiz

1st Backup E-Mail: cortiz@aadusd.k12.ca.us

2nd Backup Name: Jerry Watkins

2nd Backup E-Mail: jwatkins@aadusd.k12.ca.us

*Required information in the ETPRS