Alameda Unified School District
District Technology Plan
July 1, 2010 – June 30, 2013

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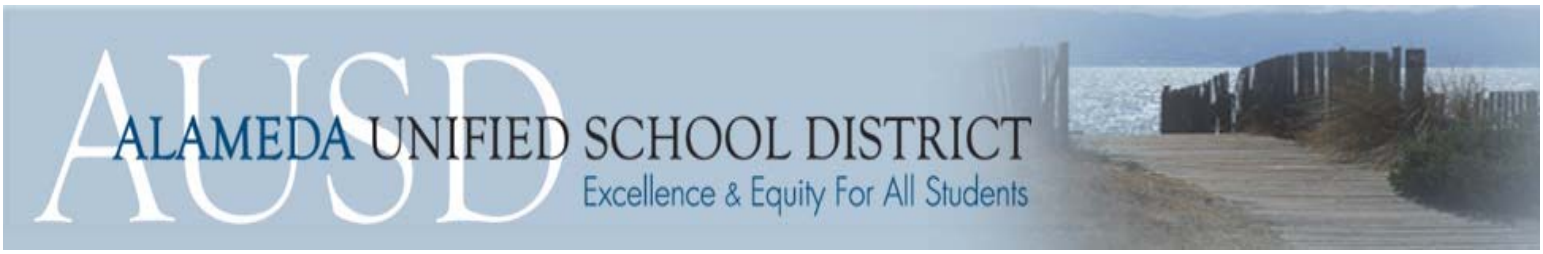

ALAMEDA UNIFIED SCHOOL DISTRICT

EDUCATION TECHNOLOGY PLAN

JULY 1, 2010 – JUNE 30, 2013

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Acknowledgments

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Dr. Phil Dauber, Alameda High School
Roxanne Clement, Bay Farm Elementary
Cindy Frankel, Lum Elementary School, Library and Media Center
Diana Kenney, Teacher and Math Coach (EETT)

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Sylvia Kahn, Parent,

Lorie McDonald, Parent
Ron Mooney, PTA Parent, Franklin Elementary School

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Alameda County Office of Education - Sam Sakai-Miller, Ed.D

Community Group & Businesses

Mike Garnese, *MultiMedia Computer Systems,*
Steve Walker, *ITEON Technologies. Alameda*
Jane Chisaki, *Alameda Free Library, City Of Alameda*
Zoe Holden, *Alameda Multicultural Center*

DISTRICT SUMMARY PROFILE

The Alameda Unified School District is located within the island City of Alameda, California. The City of Alameda is located on the eastern side of the San Francisco Bay and is connected to Oakland by three bridges and one underground tube. The following data offers a snapshot of our district during the 2009-10 school year from the Ed Data (http://www.ed-data.k12.ca.us/welcome.asp) and Dataquest (http://data1.cde.ca.gov/dataquest/) web sites.

Alameda Unified School District 2009-10 School Data				
	Number of Schools	Enrollment	Full-Time Equivalent Teachers	Pupil-Teacher Ratio
Elementary	10	4405	244	18
Middle	3	2052	111	18.5
High School	2	3315	151	22
6-12 (ACLC)	1	248	9	27.5
Alternative	1	150	7	21.4
Continuation	1	210	12	17.5
Total	**18**	**10380**	**534**	**19.4**

Alameda Unified School District, Students by Ethnicity 2009-10		
	District Enrollment	Percent of Total
American Indian	73	1.0%
Asian	3349	31.0%
Pacific Islander	149	2.0%
Filipino	933	9.0%
Hispanic	1212	12.0%
African American	1243	13.0%
White	3158	31.0%
Multiple/No Response	154	2.0%
Total	**10271**	**100%**

Alameda Unified School District, Student & Teacher Data 2009-10	
English Learners	2333 23.9%
Fluent-English-Proficient Students	1703 17.4%
Students Redesignated FEP	179 7.7%
Graduates (prior year)	671
UC/CSU Elig Grads (prior year)	211
Dropouts (prior year, grade 9-12)	64
1 Yr Drop Rate (prior year, grade 9-12)	1.8
4 Yr Drop Rate (prior year, grade 9-12)	7.1%
% Fully Credentialed Teachers	95.7%

Pupil Teacher Ratio	18.9%
Free or Reduced Price Meals	3237 40.0 %

EDUCATION TECHNOLOGY PLAN

OVERVIEW

The Alameda Unified School District's Educational Technology Plan describes how we will integrate technology into the student learning process by implementing district wide curriculum, staff development and technology standards through five technology goals:

Curriculum – To improve student learning through technology rich instruction.

Computers – To provide all students with equal access to modern technology.

Connectivity – To provide all students with equal access to the Internet.

Competence – To train teachers/support staff on how to teach with technology and improve job performance.

Corporate – To deliver technology resources efficiently and equitably to all learners.

Educational Technology Plan

This updated AUSD Educational Technology Plan is intended to serve as both a guide for technology related decision making and an instrument to monitor and evaluate progress toward identified goals and objectives. An updated assessment of district technology status, needs, and resources has been completed for each section of our revised technology plan and has guided the development of new and updated technology goals, objectives and implementation activities. Our goals and objectives were established to meet the identified needs of integrating technology to improve student learning; providing equitable technology access and support; providing secure, timely information flow between home, school, and community; and providing coordinated, ongoing high quality educational technology professional development. This plan is also intended to meet all state and federal requirements for technology use plans and all current and future standards related to technology during its life cycle.

1 Plan Duration

The Alameda Unified School District Education Technology Plan covers three years, from July 1, 2010 through June 30, 2013. It will serve as the primary tool to guide the District's acquisition, sustainability, and integration of technology to support the district's curricular goals. This plan will be monitored by AUSD curriculum, data, and technology administrators, school administrators and community members during quarterly education support meetings and reviewed and revised annually after the state releases achievement data for district school sites. Any modifications required through such review will be communicated to both the district Superintendent and school board. The district Director of Technology Services will then work with the Superintendent and Assistant Superintendent of Education Services to implement any required revisions directly with site-based administrators.

2 Stakeholders

An Executive Writing Team was organized to review and revise the previous Technology Use Plan for the Alameda Unified School District. The previous plan expires at the end of the 2009-2010 School Year. The Executive Writing Team consisted of teachers, administrators from a variety of departments, including Curriculum, Educational Services, Technology, Fiscal and Human Resources; parents; the public library director; and members of the local business community. This team met on an as needed basis from early December 2008 through November 2009. At various times throughout the process the plan was taken to Executive Cabinet, Administrative Staff, and the Educational Services Staff for additional input.

As stakeholders reviewed the technology plans outcome and process data, the following key questions were addressed:

- Is the district and schools' visions for student success aligned to today's knowledge-based, Digital Age? Are administrators committed to the 21st Century vision?
- Is student academic achievement improving where technology is currently being used effectively?
- Are students demonstrating proficiency in technological literacy (ISTE-NETs Standards)?
- Are educators proficient in implementing, assessing and supporting a variety of effective practices for teaching and learning?

- Do students and school staff have robust access to technology - anytime, anywhere - to support effective designs for teaching and learning?
- Is the digital divide being addressed through resources and strategies that ensure that all students are engaging in an educational program aligned to the district's vision of technology integration?

The Writing Team met on an ongoing basis for several months during the development of this plan. Grade Level Focus Teams, Community Stakeholders and District Specialty User groups participated in the formative evaluation of the plan. These groups reviewed the working plan and offered feedback. The Writing Team used the feedback to revise the plan as necessary.

The District held two separate meetings for the purpose of reviewing and gathering input on the plan. These meetings were held at different locations within the district to encourage participation and facilitate the input process. Additionally, drafts of the plan were posted to the District's web site for community review and comment.

The AUSD Technology Planning Team consists of four groups:

The Executive Writing Team

- Diana Kenney, Teacher on Special Assignment
- Jess Stephens, Director of Information and Technology Services

The Grade Level Focus Teams

Elementary School

- Roxanne Clement, Bay Farm Elementary Library Media
- Cindy Frankel, Lum Elementary Library Media Teacher

Middle School

- Sylvia Kahn, Teacher / Parent
- Lorie McDonald, Teacher / Parent

High School

- Mike Cooper, Principal, Encinal High School
- Dr. Phil Dauber, Alameda High Department Chair

Community / County Stake Holders

- Mike Garneese, *MultiMedia Computer Systems*
- Jane Chisaki, *Alameda Free Library, City of Alameda*

District Specialty Users

- Fil Guzman, Chief Financial Officer, Business Services
- Laurie McLachlan-Fry, Chief Human Resource Officer, Human Resources
- Leland Noll, Director of Maintenance and Operations

The Alameda Unified School District continues to solicit and expand our partnerships with stakeholders to enhance the infusion of educational technology into the curriculum. Our district recognizes that schools alone do not have the resources or expertise to keep pace with rapidly changing technology. We believe that these partnerships will help us serve the growing needs of an increasingly technical and global society.

3. Curriculum Driven Technology Goals

3a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.

The following describes the technology access available in classrooms, library/media centers, or labs for all students, including Special Education, GATE, English Language Learners, both during and after school hours. Access to appropriate site-based technology resources has been evaluated through district inventory records, annual California School Survey responses, and CBED data. Teachers and students at all schools have access to technology tools during the school day. Some schools provide students with access before and after school as well as during lunch. The 2007-08-09 data has been summarized below.

Alameda Unified School District, Technology by School Type 2009-10	
	District Students per Computer
Elementary	11.5
Middle	51.3
High	20.0
Alternative	4.1
District Wide	**15.8**

Elementary Schools

AUSD has 10 elementary schools, ranging in size from 287 to 603 students	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Average # of computers in each classroom	**2**
Average # of computers in Library/Media Centers	**30**
Average # of computers in Computer Labs	**15**
Before/After School Hours	**Most schools provide 1-2 hours daily**
Total # of Internet Connected Computers in all 10 schools	**700**

Middle Schools

AUSD had 3 middle schools, ranging in size from 547 to 923 students	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Average # of computers in Classrooms	**2**
Average # of computers in Library/Media Centers	**18**
Average # of computers in Computer Labs	**27**
Before/After School Hours	**Chipman: 1 hour before & 3 hours after school** **Wood: No access** **Lincoln: 2 hours after school**
Total # of Internet Connected Computers	**235**

Comprehensive High Schools

Encinal High School enrolls 1,064 students; Alameda High School enrolls 1,897 students	
All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Average # of computers in each classroom	**3**
Average # of computers in Library/Media Centers	**43**
Average # of computers in Computer Labs	**35**
Before/After School Hours	**Encinal High: 3 hours after school** **Alameda High: 30 minutes before school, every lunch hour, 1 ½ hours after school**
Total # of Internet Connected Computers	**638**

Island Continuation High School, Grades 10-12

All Students, including Special Ed, ELL, and GATE students, have equal access to technology in the following areas:	
Average # of computers in each Classroom	**0**
# of computers in Library/Media Center	**8**
# of computers in Computer Lab	**20**
Before/After School Hours	**30 minutes before school, 3 hours after school**
Total # of Internet Connected Computers	**18**

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

The following chart offers a snapshot of the use of technology and information literacy skills as they are integrated in the curriculum in our district. A total of 173 surveys were returned.

Technology Proficiency Reported by all Administrators, Teachers, and Staff Members	
Use word processing application	95%
Send and reply to E-mail messages	89%
Ability to load software onto a personal computer	88%
Use search tool to locate information on the Internet	87%
Use desktop publishing or "banner-maker" application	67%
Use spreadsheet or file management application for class record keeping	67%
Coach students on importance of information literacy	59%
Locate lesson resources on Internet and incorporate into curriculum	56%
Discuss larger issues involving student use of technology	49%
Use variety of tech tools and media to advance understanding of ed tech	48%
Able to use a variety of pre-structures courseware	39%
Acknowledged by peers as role model educator	33%
Able to instruct others in application of education tech tools	32%
Am now using tech skills to mentor other teachers	22%
Troubleshoot workstation or network	16%

Utilizing general funds, grant monies, and a community supported bond program, the district has been able to provide technology resources, including hardware and software for curriculum enhancement, administrative support, and community communications. The following table lists several major components of the district's technology resources which are available in our classrooms as appropriate for the grade level.

Hardware and software in general use:

K-12	Teachers	Students
	Individual teacher work station in each classroom: • Microsoft Office 2003 • District email account • SASI Class XP • Measures data warehouse • Internet access, Windows XP • Discovery Education Streaming • SuccessMaker • Access to SchoolLoop web templates • District shared "L" drive • Access to an electronic grading programs	Student workstations. • Microsoft Office 2003 • Internet connectivity • Discovery Education Streaming • SuccessMaker • Appropriate grade level software i.e., BrainPop for 6-8, MathTech 6-8, Kid Pix K-5 • Internet based email
	Other devices: • TVs in all classrooms • Telephone with voicemail in every classroom • Access to networked and local printers • Scanner in every school office • LCD projectors, document cameras / media carts in many classrooms • Digital & video cameras in many classrooms • IPods for podcasting and music education	• TVs in all classrooms • Access to networked and local printers • Scanner in every school office • LCD projectors document cameras / media carts in many classrooms • Digital & video cameras in many classrooms • IPods for podcasting and music education

The following table represents the typical frequency and use of technology as it is integrated into the curriculum to support teaching and learning.

K-12	**School Loop** allows students and parents to communicate with their teachers, as an alternative to email. It allows staff to access student's workload and grades and provides digital lockers to store and share files. Assignments and grades are emailed home each day.
K-12	**SuccessMaker** Used as intervention tool for and skills reinforcement for math, reading, and ELD in before, during, and after school settings. It is the most widely used educational software at the K-8 level.
6-12	**Google Apps for Education**, students and teachers have accounts allowing for collaboration, and organization of information.
K-12	**Discovery Education Streaming** Site licenses are being used at all schools. Teachers use DES to deliver digital media into student learning environments. Students and caregivers benefit by having at home access to teacher created assignments and communication.
K-5	**Renzulli** GATE students in grades 4/5 have an individual Renzulli Learning license which allows student to pursue independent study projects in school and at home.
6-8	**BrainPop** Students and teachers have access at school and home to standards based videos.
6-8	**Student Response Systems** **QWIZDOM** for Math and Language Arts Intervention and skill building
K-12	**Electronic resources** aligned with state adopted textbooks
K-5	**Math Blaster** used as intervention and reinforcement for math skills
K-5	**TumbleBooks** library is a collection of interactive animated talking storybooks. Students access books at school or home.
4-8	**Mavis Beacon Touch Typing Program** students use to develop keyboarding skills
Teachers K-12	**All BTSA teachers have access to Google Groups, a tool that allows collaboration, access to electronic resources and professional development.**

3c. Summary of the district's curricular goals and academic content standards in various district and site comprehensive planning documents.

Alameda Unified School District has established clear curricular goals tied to the academic content standards monitored by various district and site-based assessment systems, and referenced in comprehensive planning documents and efforts. The common underlying purpose of all our district improvement plans is to improve student achievement of the state content standards and to close the predictable achievement gap between the highest and lowest performing ethnic groups. The technology plan has been developed to support and/or align with the district improvement plans.

The following are taken from the AUSD Strategic Plan.
Adopted August, 2009

Vision

We believe that our diverse community of students, given a rigorous academic program in an inclusive, safe and secure environment, will be prepared to be responsible citizens.

Mission

AUSD will effectively use our limited resources to ensure that every student succeeds.

Guiding Principles

1. All students have the ability to achieve academic and personal success.
2. Teachers will challenge and support all students to reach their highest academic and personal potential.
3. Administrators have the knowledge, leadership skills and ability to ensure student success.
4. Parental involvement and community engagement are integral to student success.
5. Accountability, transparency and trust are necessary at all levels of the organization.
6. Allocation of funds will support our vision, mission and guiding principles.

Progress on the Academic Performance Index (API) 2009-2010 Reporting Cycle

	Number of Students Included in the 2006 API	2006 Base API	Ranks: 2006 Statewide Rank	Ranks: 2006 Similar Schools Rank	Targets: 2006-07 Growth Target	Targets: 2008 API Target
Alameda City Unified	7,452	807	B	B	B	B
Elementary Schools						
Bay Farm Elementary	361	923	10	7	A	A
Earhart Elementary	368	910	10	7	A	A
Edison Elementary	248	908	10	9	A	A
Franklin Elementary	178	898	10	10	A	A
Haight Elementary	298	816	8	9	A	A
Ruby Bridges Elementary	307	786	6	8		
Lum Elementary	342	839	8	4	A	A
Otis Elementary	240	892	9	6	A	A
Paden Elementary	266	827	9	8	A	A
Washington Elementary	170	768	4	3	5	729
Middle Schools						
Chipman Middle	549	727	4	4	6	694
Lincoln Middle	915	880	10	5	A	A
Wood Middle	692	767	7	2	5	762
High Schools						
Alameda High	1,348	810	10	8	A	A
ACLC	176	865	10	8	A	A
Encinal High	714	711	6	8	5	719
Small Schools						
Alameda Science and Technology Institute	57	849*	10 *	N/A	A	A
Bay Area School of Enterprise	47	667 *	4 *	N/A	7	674

3d. List of clear goals and a specific implementation plan for using technology to improve teaching and learning by supporting the district curricular goals and academic content standards.

The Alameda Unified School District has a new History and Social Science adoption, new Science, Language Arts and Math courses of studies. All of these new curriculums have significant technology components attached to them for both students as well as teacher use. While we will concentrate our efforts on language arts and math, the requirements to implement other new curriculum will necessitate a concerted effort in planning and implementing staff development, technology upgrades and curriculum support at the K-8 level.

Goal 3d.1: *Teachers* will use technology to improve instruction and to assist students in meeting state Language Arts, Social Studies, Science and Math content standards.
Objective 3d.1: By June 2013, on a daily basis 95% of all teachers will use technology for instruction in Language Arts, Social Studies, Science and Math to assist students in meeting state content standards and district curricular goals.
Year 1 Benchmark: By June 2011, at least once a week 75% of all teachers will use technology for instruction and to assist students in meeting state content standards and district curricular goals.
Year 2 Benchmark: By June 2012, two-three times a week 85% of all teachers will use technology for instruction and to assist students in meeting state content standards and district curricular goals.
Year 3 Benchmark: By June 2013 on a daily basis 95% of all teachers will use technology for instruction and to assist students in meeting state content standards and district curricular goals.

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities	**Person(s) Responsible**	**Start & Completion Years**	
K-5 Teachers will use electronic resources aligned to **Houghton Mifflin Reading Program** to support Language Arts standards.	3,5,6	2010	2013
K-8 Teachers will develop lessons using electronic resources included with the adopted Language Arts textbooks and materials.	5,7,8	2011	2013
4-8 ELL teachers will use electronic resources aligned with **Hampton Brown High Point** to deliver intensive support in language acquisition.	1,5,6	2011	2013
4-8 Teachers will use electronic resources from the **SRA Reach Program** for intensive intervention in Language Arts instruction for at-risk students.	2,5	2010	2013
K-5 Teachers will use the **Scott Foresman Digital Pathway** as part of their weekly social studies lessons	4,5,6	2010	2013
Each K-5 school will have a technology support teacher trained to provide hands-on support in the successful use of the **Scott Foresman Digital Pathway** Social Studies electronic resources.	6,7	2010	2011

K-12 Teachers will use electronic resources aligned with math textbooks to reinforce student acquisition of math skills.	2,6,7	2010	2013
6-8 Teachers will use **CTAP Middle School Math Project** to align curriculum with electronic resources	4,5,7	2010	2013
K-5 Teachers will use the electronic resources aligned with the science textbook to be adopted in Fall 2011 to support student learning	3,5,6	2011	2013
K-5 Site technology lead teachers will provide hands on support for the use of science electronic resources.	4,5,6	2011	2013
6-8 Science teachers will use the electronic resources aligned with the adopted science textbook to support student learning.	5,6,7	2010	2013
6-8 Science teachers will have access to a mobile multi-media presentation cart (LCD projector and computer) to deliver lessons electronically.	3,5	2010	2013
K-12 Teachers will create, store, share and access technology integrated lessons organized by subject through district website.	4,5,6	2011	2013
K-12 Teachers will use SuccessMaker software to bridge the gaps in specific skill areas for students needing intervention and skill building in Language Arts and Math.	1,5,7	2010	2013

6-8 Teachers will use Qwizdom (Student Response System) for immediate feedback, student engagement and data analysis in delivering of Math and Language Arts standards.	2,5,7	2010	2013

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Goal 3d 2: To improve *student* learning through technology rich instruction. All students in grades 4 through 8 will use curriculum–embedded or curriculum related technology resources on a regular basis to support the districts goal of having 90% of all students meeting grade level standards in Language Arts, Social Studies, Math and Science

Objective 3d.2: Technology will be used to support teaching and learning on a daily basis so that 90% of all students will meet the grade level content standards in Language Arts, Social Studies, Math and Science by 2013.

Year 1 Benchmark: Technology will be used at least once a week to support teaching and learning so that 50% of all students will meet grade level Language Arts, Social Studies, Math and Science content standards by June 2011.

Year 2 Benchmark: Technology will be used two-three times a week to support teaching and learning so that 75% of all students will meet grade level Language Arts, Social Studies, Math and Science content standards by June 2012.

Year 3 Benchmark: Technology will be used to support teaching and learning on a daily basis so that 90% of all students will meet grade level Language Arts, Social Studies, Math and Science content standards by June 2013.

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities	**Person(s) Responsible**	**Start & Completion Years**	
K-5 Students will access electronic resources aligned to **Houghton Mifflin Reading Program** to support Language Arts standards.	1,2,3,5,6	2010	2013
K-8 Students will access lessons developed by teachers using electronic resources to support their understanding of the adopted Language Arts textbooks and materials.	1,5,7,8	2010	2013
4-5 GATE students have **Renzulli Learning** accounts to pursue independent projects at home and school.	1,4,5,6	2010	2013
4-8 ELL learners access electronic resources aligned with **Hampton Brown High Point** to receive intensive support in language acquisition.	1,5,6	2011	2013
4-8 at-risk students will use electronic resources from the **SRA Reach Program** for intensive intervention in Language Arts instruction.	1,2,5,6	2010	2013
K-5 Students will access the **Scott Foresman Digital Pathway** as part of their weekly social studies lessons.	1,4,5,6	2010	2013

K-5 Students will benefit by having a technology support teacher trained to provide support in the successful use of the **Scott Foresman Digital Pathway** electronic resources.	4,5,7	2010	2011
K-12 Students will use electronic resources aligned with the state adopted math textbooks to reinforce their acquisition of grade appropriate math skills.	2,6,7	2010	2013
6-8 Students will use **CTAP Middle School Math Project online resources** to receive supplemental support with textbook instructional materials.	4,5,7	2010	2013
6-8 Students will have access to the **EETT MathTech** program which provides an extra period of math intervention using content reinforcement through electronic resources.	1,5,7	2010	2013
K-5 Students will access electronic resources aligned with the science textbook to be adopted in Fall 2010.	1,2,3,5,6	2010	2013
K-5 Students will receive support from site technology lead teachers in the use of science electronic resources.	1,4,5,6	2011	2013
6-8 Students will receive access to multi-media presentations through teachers' use of a mobile multi-media cart to support electronic science curriculum.	3	2010	2013
K-12 Students needing intervention and skill building in Language Arts and Math will use SuccessMaker software to bridge the gaps in specific skill areas.	1,5,7	2010	2013

6-8 Students will use **Qwizdom** (Student Response System) for immediate feedback, active engagement and skill building in Math and Language Arts standards.	2,4,5,7	2010	2013

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

3e. List of clear goals and a specific implementation plan as to how and when students will acquire technology and information literacy skills needed to succeed in the classroom and the workplace.

Alameda will implement the ISTE National Educational Technology Standards (NETS•S) and Performance Indicators for Students, including the Information and Communications Technology (ICT) Literacy framework for K-12 students to guide our district's implementation of the 21st Century Learning skills.

Goal 3e: Students will acquire and use the ISTE National Educational Technology Standards (NETS•S) for Information and Communications literacy skills needed in the 21st Century.
Objective 3e.1: By June 2013 80% of all students grades 2-12 will acquire and use the ISTE National Educational Technology Standards (NETS•S) as identified in the 21st Century Learning Skills to develop content knowledge and skills.
Year 1 Benchmark: By June 2011 30% of students (grades 4 through 8) will acquire and use ISTE National Educational Technology Standards (NETS•S) T as identified in the 21st Century Learning Skills to develop content knowledge and skills.
Year 2 Benchmark: By June 2012 55% of students (grades 3 through 10) will acquire and use ISTE National Educational Technology Standards (NETS•S) as identified in the 21st Century Learning Skills to develop content knowledge and skills.

Year 3 Benchmark: By June 2013 80% of students (grades 2 through 12) will acquire and ISTE National Educational Technology Standards (NETS•S) as identified in the 21st Century Learning Skills to develop content knowledge and skills.

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities	**Person(s) Responsible**	**Start & Completion Years**	
K-12 Media Specialists will become familiar with and incorporate the 21st Learning Skills into the planning of their monthly meetings.	5,8	2010	2013
K-12 students will learn the ISTE National Educational Technology Standards (NETS•S) and the Information and Communications Technology (ICT) Literacy Framework skills under the supervision of Media Specialists in their weekly Media Center visits.	4,5,7,8	2010	2013
K-8 Language Arts teachers will begin to incorporate ISTE / NETS•S and the ICT Literacy Maps activities into Language Arts lessons.	4,5,7,8	2011	2013
K-12 Math, Science teachers will develop lessons that incorporate in the ISTE / NETS•S and the ICT map activities in their instruction.	4, 5, 6, 8	2012	2013
K-8 Students will create projects based on ISTE / NETS•S and the ICT Literacy Framework activities.	4,8	2012	2013

4-12 Select students will be trained as part of the "**ICT Crew"** to act as the first line of technology support in the schools.	1,3,4,7,8	Fall 2010	2013

3f. List of goals and an implementation plan that describe how the district will address ethical use of information technology so they can distinguish lawful from unlawful uses of copyrighted works, including: the concept and purpose of copyright and fair use; lawful and unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism.

Objectives and benchmarks are not required. However, this section is being written with objectives and benchmarks to maintain consistency within the document and to allow the district to track and adjust as necessary.

Goal 3f: Increase student, teacher and administrator awareness of legal and ethical use of the Internet and other forms of electronic communication through a CyberEthics program of instruction that includes concepts and purpose of copyright and fair use, lawful and unlawful downloading, peer-to-peer file sharing, and avoiding plagiarism.
Objective 3f.1 By December 2010, teachers and administrators have an awareness of legal and ethical use of the Internet including the concepts and purpose of fair use, lawful and unlawful downloading, peer-to-peer file sharing, and avoiding plagiarism.
Year 1 Benchmark: By December 2010, Train District administrators on CyberEthics, the Children's Internet Protections Act (CIPA) and digital citizenship using programs and materials provided by CTAP IV and the CyberSmart! Student Curriculum.
Year 2 Benchmark: By July 2011, Update all district board policies and Administrative Regulations to include sections on CyberEthics and digital citizenship

Year 3 Benchmark: By September 2012, Create online video training / reinforcement program for yearly review by all staff prior to school opening (similar to blood borne pathogen training at the start of every school year)

Objective 3f.2 By December 2011 Incorporate principles of digital citizenship (as described in the new ISTE standards and Nine Elements of Digital Citizenship) into student work.
Year 1 Benchmark: By December 2010, Educate students on CyberEthics and the Children's Internet Protection Act (CIPA) with grade appropriate strategies and language (K-2, 3-5, Middle/High Schools). provided by CTAP IV and the CyberSmart! Student Curriculum. Grades will be recorded in the District SIS, for easy site and district wide monitoring
Year 2 Benchmark: By July 2011, Refine the existing AUP and Internet usage documents and insure that all students have a signed, valid agreement with the District.
Year 2 Benchmark: By December 2011, Incorporate principles of digital citizenship (as described in the new ISTE standards and Nine Elements of Digital Citizenship) into student work. Teachers will make notations in the Districts SIS regarding violations of the AUP and Digital Citizen agreement.
Year 3 Benchmark: By February 2011, Work with Curriculum and Instruction Department and Media Center staff to develop and implement a curriculum to educate students on topics such as maintaining a safe online presence, identity theft, online predators, harassment, humiliation, threatening, digital footprints, appropriate text messaging, and other aspects of cybersafety and cyberbulling. To be taught to all K-8 students during the school year.

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities	**Person(s) Responsible**	**Start & Completion Years**	
Train District administrators on CyberEthics, the Children's Internet Protections Act (CIPA) and digital citizenship using programs and materials provided by CTAP	3,7	2010	2011
K-8 students will learn copyright law, pirating music/video/software, peer-to-peer file sharing, plagiarism, identity theft, and privacy skills under the supervision of Media Specialists in their weekly Media Center visits.	4,5,7,8	2010	2013
9-12 students will learn copyright law, pirating music/video/software, peer-to-peer file sharing, plagiarism, identity theft, and privacy skills incorporated into their daily lesson plans.	4,5,7	2010	2013
Site administrators will ensure that staff participates in digital citizenship training using programs and materials provided by CTAP IV, and will monitor the implementation of CyberEthics lessons at their sites.	1,6,7	2010	2013
Select tools for assessing students' knowledge of fair use, lawful and unlawful downloading, peer-to-peer file sharing, and avoiding plagiarism. Determine how scores will be stored on Districts' Student Information System.	2,3,6,7	2010	2011
Update all district board policies and AR's to include sections on CyberEthics and digital citizenship	3,6,7	2011	2011

3g. List of clear goals and an implementation plan that describe how the district will address Internet safety, including how to protect online privacy and avoid online predators.

Objectives and benchmarks are not required. However, this section is being written with objectives and benchmarks to maintain consistency within the document and to allow the district to track and adjust as necessary.

Goal 3g: Increase student, teacher and administrator awareness of safe, secure, and ethical use of the Internet and other forms of electronic communication through a Cybersafety program of instruction for students so that students understand how to be protect their identity and remain safe from online predators.
Objective 3g.1 By December 2011 all teachers and administrators will have an increased awareness of strategies for Internet safety, including protecting online privacy and avoiding online predators.
Year 1 Benchmark: By December 2010, Train District administrators and teachers on CyberEthics, and the Children's Internet Protections Act (CIPA) using programs and materials provided by CTAP IV and / or CTAP VII.
Year 2 Benchmark: By June 2011, Update all district board policies and Administrative Regulations to include sections on Internet security

Objective 3g.2: Increase student, awareness of safe, secure use of the Internet and other forms of electronic communication through a CyberSaftey program of instruction

Year 1 Benchmark: By December 2010, Educate students on the Children's Internet Protection Act (CIPA) with grade appropriate strategies and language (K-2, 3-5, Middle/High Schools). provided by CTAP IV and the CyberSmart! Student Curriculum. Grades will be recorded in the District SIS, for easy site and district wide monitoring
Year 2 Benchmark By December 2011, 95% of all students will have an increased awareness of strategies for Internet safety, including protecting online privacy and avoiding online predators as measured by the student / parent notation on the acceptable use form.

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities	**Person(s) Responsible**	**Start & Completion Years**	
All student acceptable use policies will be verified and documented in the District's Student Information System.	2,3,6,7	2010	2010
Train all District administrators on CyberEthics, AB 86 (cyberbullying law regarding suspension) and digital citizenship using programs and materials provided by CTAP	3,6,7	2010	2011
Educate students on CyberEthics and AB 86 (cyberbullying law regarding suspension) with grade appropriate strategies and language (K-2, 3-5, Middle/High Schools) provided by CTAP.	4,5,7,8	2010	2011

Incorporate principles of digital citizenship (as described in the new ISTE standards and Nine Elements of Digital Citizenship) into student work. Appropriate grades will be recorded and documented in the District's Student Information System.	1,6,7	2010	2011
Educate parents on AB 307, AB 86 (cyberbullying law regarding suspension), cyberbullying, cybersafety, and digital citizenship. Wikis, blogs and online materials.	3,6,7	2010	2011
Update all district board policies and Administrative Regulations to include sections on cyberbullying, cybersafety and digital citizenship	3,6,7	2010	2011

3h. Describe district policy, practices or goals that ensure equitable technology access for every student.

Objectives and benchmarks are not required. However, this section is being written with objectives and benchmarks to maintain consistency within the document and to allow the district to track and adjust as necessary.

Goal 3h: All students will have access to technology appropriate to their learning needs.
Objective 3h.1 By June 2013 all students will have access to technology appropriate to their learning needs.
Year 1 Benchmark: By June 2011 all special education students will have the adaptive, assistive devices and technology tools as identified with their IEP

Year 2 Benchmark By June 2012, all EL students will have additional language acquisition software. GATE students will have access to additional technologies that meet their learning needs. Teachers will learn technology-based strategies to meet their learning needs.

Year 3 Benchmark By June 2013, AUSD will provide expanded access (on and off campus) to students with no technology within the home, and all students will have access to technology appropriate to their learning needs

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities:	**Person(s) Responsible**	**Start & Completion Years**	
Conduct an annual inventory of classroom technology, including classrooms serving students with special needs.	1, 4, 5	2010	2013
Try to achieve a 4:1 ratio of student to multimedia/Internet-capable computing devices for all students, including those in Special Education, GATE and English Language Learner Programs.	3,	2011	2013
Provide all students a baseline package of reliable technology to support the district's curriculum goals and academic content standards	1,4,5	2010	2013

Appoint representatives from Special Ed, GATE and ELL to work with Media Specialists to ensure the needs of their students are met	1,2,	2010	2013
Review all existing IEPs to identify adaptive and assistive devices needed	3,7	2010	2013
Students, including ELL, will have access to technology resources such as talking text, web resources, graphic organizers, and modification techniques to scaffold learning to meet their needs	3,5	2011	2013
Continue to provide desktop computers to local public library for AUSD students to access district online resources (DE Streaming, BrainPop, SuccessMaker etc) outside school hours.	3,7	2011	2013
Identify and post on the district website technology resources appropriate to all students including special education, GATE and ELL students.	4,6	2010	2013
Schools will continue to provide student access to technology resources before, during and after-school.	1,4	2010	2013

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

The district is in the process of migrating to Aeries for its student information system and is standardizing the report card process through the use of the Aeries Browser Interface (ABI). Utilizing the Aeries student information system, AUSD will standardize and implement online grade-reporting for all teachers.

Goal 3i: Teachers will utilize technology to support student record keeping, access student assessment data, and administer formative assessments in order to support their efforts to meet individual student academic needs.
Objective 3i.1: By June 2013, 80% of teachers at grades 4-12 will be proficient in using a district-supported grade program and report card program that supports their efforts to meet individual student needs.
Year 1 Benchmark 3i.1: By June 2011, 40% of teachers at grades 4-12 will be proficient in using the district supported grade and report card program(s) to support their efforts to meet individual student needs.
Year 2 Benchmark 3i.1: By June 2012, 65% of teachers at grades 4-12 will be proficient in using the district supported grade and report card program(s) to support their efforts to meet individual student needs.
Year 3 Benchmark 3i.1: By June 2013, 90% of teachers at grades 4-12 will be proficient in using the district supported grade and report card program(s) to support their efforts to meet individual student needs.
Person(s) Responsible **1**. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities:	**Person(s) Responsible**	**Start & Completion Years**	
Explore and chose a new grading and report card program for student tracking such as, Integrade Pro, MyGradeBook.com, AERIES grading module that interfaces with the (new) student database.	1,2,3, 7	2011	2011

Explore online report card options including Measures and/or AERIES SIS. Look for integration with grading software and student database	1,2,3,7	2011	2011
Create and implement process for choosing integrated system for grades and report cards	1,2,3,7	2011	2011
Train teachers in use of program	1,2,3,7	2011	2013

Objective 3.i.2: by June, 2013, 90% of teachers will be proficient in using the district student achievement database (Measures) to access student assessment data that supports their efforts to meet individual student needs.
Year 1 Benchmark: By June 2011, 65% of teachers will be proficient in using the district student achievement database to access student assessment data that supports their efforts to meet individual student needs.
Year 2 Benchmark: By June 2012, 80% of teachers will be proficient in using the district student achievement database to access student assessment data that supports their efforts to meet individual student needs.
Year 3 Benchmark: By June 2013, 90% of teachers will be proficient in using the district student achievement database to access student assessment data that supports their efforts to meet individual student needs.
Person(s) Responsible **1**. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities	Person(s) Responsible	Start & Completion Years	
Continue to support Assessment Liaisons from each K-5 site with training in using the Measures database for accessing data to guide instruction.	2,6	2011	2013
Continue to support Lit lead teachers and Literacy/math coaches (K-12) with training in using the Measures database for accessing data to guide instruction.	2, 6	2011	2013
Continue to offer district wide training in using the Measures database for accessing data to guide instruction	2,7	2011	2013
Offer grade/subject specific training at sites in using the Measures database for accessing data to guide instruction	1,2,6	2011	2013
Objective 3.i.3: by June, 2013, 95% of grade 4-9 teachers will be proficient in administering formative assessments online and generating online reports of assessment results that support their efforts to meet individual student needs.			
Year 1 Benchmark: By June 2011, 50% of grade 4-9 teachers will be proficient in administering formative assessments online and generating online reports of assessment results that support their efforts to meet individual student needs.			
Year 2 Benchmark: By June 2012, 70% of grade 4-9 teachers will be proficient in administering formative assessments online and generating online reports of assessment results that support their efforts to meet individual student needs.			

Year 3 Benchmark: By June 2013, 90% of grade 4-9 teachers will be proficient in administering formative assessments online and generating online reports of assessment results that support their efforts to meet individual student needs.

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities	**Person(s) Responsible**	**Start & Completion Years**	
Increase the number of grade 4-12 district wide formative assessments available online to 80%	2,6	2010	2013
Continue to train all Literacy/math coaches, media center teachers, site tech coordinators, and computer lab paraprofessionals to support online testing.	2,3,4,7	2010	2013
6-8 Teachers will use Student Response Systems (**Qwizdom**) for immediate feedback, and formative assessments in Math and Language Arts.	2,5,7	2010	2013
Train teachers at time of need to provide online testing.	2,4,7	2011	2013
Continue to provide time-of-need support to teachers who use online testing.	2,7	2011	2013

Work with school leadership teams to voluntarily increase the use of online testing and use of online assessment reports.	1,2,5	2011	2013
Increase the number of assessments that are required online as the capacity of school labs (networked computers) makes this possible	1,2,3,4	2012	2013

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

Goal 3j: List of clear goals and a specific implementation plan to utilize technology to make teachers and administrators more accessible to parents
Objective 3j.1: By June 2013, 80% of all schools will offer parents password protected, online access to their student's attendance, assignments and grades through a web-based interface for parents and students, such as SchoolLoop or a component of the Student Information System
Year 1 Benchmark 3j.1: By June 2011, 50% of AUSD middle and high schools will offer parents password protected, online access to their student's attendance, discipline records, assignments and grades through a web-based system such as SchoolLoop or a component of the Student Information System.
Year 2 Benchmark 3j.1: By January 2012, 75% of AUSD middle and high schools will offer parents password protected, online access to their student's attendance, discipline records, assignments and grades through a web-based system such as SchoolLoop or a component of the Student Information System.
Year 2 Benchmark 3j.1: By June 2012, 50% of all school sites will be posting student attendance, assignments and grades online for parent access
Year 3 Benchmark 3j.1: By June 2013, 80% of all school sites will be posting student attendance, assignments and grades online for parent access

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities:	**Person(s) Responsible**	**Start & Completion Years**	
Research, evaluate and select the appropriate web-based communications package	3,4,7	2010	2011
Ensure all district schools have the hardware, infrastructure, and training needed to implement the web-based communications package	3,4,7	2010	2012
Provide *MS Front Page* and SchoolLoop web publishing software training opportunities for teachers and administrators to publish / communicate school and teacher information, activities and assignments on their school web site.	3,4,7	2010	2013
Provide parent training on the District's selected web-based communications package	1,3,7	2010	2013
Objective 3.j.2: by June, 2013, 95% of all district site administrators and teachers will provide parents with timely school / class information via newsletters, flyers sent via email, also posted on the Internet at the school web site			
Year 1 Benchmark: By June 2011, 70% of site administrators and teachers will be proficient in using e-mail and electronic resources to send electronic information home to parents			
Year 2 Benchmark: By June 2012, 80% of site administrators and teachers will be proficient in using e-mail and electronic resources to send electronic information home to parents			
Year 3 Benchmark: By June 2013, 95% of site administrators and teachers will be proficient in using e-mail and electronic resources to send electronic information home to parents			

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

Implementation Activities:	**Person(s) Responsible**	**Start & Completion Years**	
By June 2011 provide Word and Desktop publishing training to teachers and classified staff to learn to publish professional / attention getting documents to improve communication between home, school, and community	3,7	2010	2011
By June 2011, develop an Outlook Exchange district wide training program for all teacher and administrators	3,7	2010	2011

3k.Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks and planned implementation activities including roles and responsibilities.

Evaluation of Goals 3.d – 3.j

The Assistant Superintendent of Business Services, Director of Technology, and Site Technicians from each school will meet monthly to review goals, objectives and progress on the *Technology Plan*. Site administrators will also meet monthly to review the progress on the *Technology Plan*.

Both of the aforementioned groups will meet Quarterly to review issues, upcoming deadlines, and progress on the *Technology Plan*. This advisory committee monitors site and District budget issues.

The aforementioned group will prepare an annual report for presentation to the Superintendent and School Board.

Goals 3.d

Person(s) Responsible **1**. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists		
3.d Evaluation Instrument(s): **Data To Be Collected & Analysis Process**	**Schedule for Collection and Evaluation**	**Person(s) Responsible**
EdTechProfile of teacher knowledge and use	Annually	1,3,5
Teacher created Technology Integrated Lesson Bank	Annually	1,5,6
State and district-wide assessments, CST scores and comparison of number of students at basic or below in grades 4-8	Annually	1, 3, 5
Student work	Trimester	1,5

Goals 3.e

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

3e Evaluation Instrument(s): **Data To Be Collected & Analysis Process**	**Schedule for Collection and Evaluation**	**Person(s) Responsible**
The Ed Tech Student Technology Use Survey will be administered every Spring and Fall as a pre / post evaluation of the student's technology literacy skills	Spring, Fall (yearly)	3,4,5,7
Samples of student work demonstrating the use of ISTE / NETS•S and the ICT skills will be evaluated	Ongoing collection Spring evaluation	4, 5, 6,8
PASS (Performance-based) Assessments address the 21st Century thinking and learning skills. AUSD will use PASS at the 6-8 level as a portfolio style evaluations (All AUSD 6th graders create a portfolio that represents their Middle School experience from 6th grade through 8th grade.	Late Spring End of year evaluations of portfolios	1,2,4, 5, 6,8

Goals 3.f

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

3.f Evaluation Instrument(s): **Data To Be Collected & Analysis Process**	**Schedule for Collection and Evaluation**	**Person(s) Responsible**
Tech services and Assessment Department professional development logs/sign-in sheets	Collected in each PD session; evaluated semi-annually	2,3,7
The District Technology Director, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments quarterly and report progress at our quarterly district/ site admin meetings.	Quarterly Technology Steering Meetings	3,7
Review Board Policies and ARs to comply with Internet Security and CyberEthics	Annually	3,6
Report of all staff and students with valid AUPs	February and September	1, 2, 3, 5, 6,
School opening procedures for all compliance training material	Annually in August / September	1,3,6,7

Goals 3.g

Person(s) Responsible **1**. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists		
3.g Evaluation Instrument(s): **Data To Be Collected & Analysis Process**	**Schedule for Collection and Evaluation**	**Person(s) Responsible**
Tech services and Assessment Department professional development logs/sign-in sheets	Collected in each PD session; evaluated semi-annually	2,3,7
Review Board Policies and ARs to comply with Internet Privacy and CIPA	Annually	3,6
Report of all staff and students with valid AUPs	February and September	1, 2, 3, 5, 6,
Review and verify student grades from the District SIS for CyberSmart Curricilum (both classroom and media center lessons)	Ongoing	1, 2, 5, 6,7

Goals 3.h

3.h Evaluation Instrument(s): **Data To Be Collected & Analysis Process**	**Schedule for Collection and Evaluation**	**Person(s) Responsible**
Student IEPs, AUSD GATE list, ELL Assessments	Ongoing	1, 3, 5
Referrals from district personnel for loaner equipment	Ongoing	1, 2, 3, 4, 5, 6,

Goals 3.i

Person(s) Responsible **1**. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists		
3.i Evaluation Instrument(s): **Data To Be Collected & Analysis Process**	**Schedule for Collection and Evaluation**	**Person(s) Responsible**
Tech committee and sub-committee meeting agendas and notes	At least quarterly	2,3
Tech services and Assessment Department professional development logs/sign-in sheets	Collected in each PD session; evaluated semi-annually	2,3,7
District formative assessment data from Measures	Quarterly	2
CST Mathematics, Language Arts, and CAHSEE Exam scores	Evaluated annually	2
1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists		

Goals 3.j

Person(s) Responsible

1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists

3.j Evaluation Instrument(s): Data To Be Collected & Analysis Process	**Schedule for Collection and Evaluation**	**Person(s) Responsible**
Tech committee and sub-committee meeting agendas and notes	At least quarterly	2,3
Tech services and Assessment Department professional development logs/sign-in sheets	Collected in each PD session; evaluated semi-annually	2,3,7
The District Technology Director, school site administrators and site technology coordinators will track the development and implementation of all activities and accomplishments quarterly and report progress at our quarterly district/ site admin meetings.	Quarterly Technology Steering Meetings	3,7

PROFESSIONAL DEVELOPMENT

4a. Summary of AUSD Teachers' & Administrators' Technology Skills

Our AUSD Education Technology Plan provides a clear summary of our district teachers' and administrators' current technology skills. Our survey findings are summarized by discrete skills in order to better facilitate professional development planning that meets our identified needs and technology plan goals. Additional district technology integration data can be found in Component 3b of our Educational Technology Plan.

Our district reviews the EdTech Profile survey data and teacher input annually in the fall to plan for district sponsored professional development activities for the year. Schools use their site's EdTech Profile survey data and teacher input annually to plan for site-based professional development needs. As a portion of the support for teachers and professional development, the District is hiring a Teacher on Special Assignment. One of our goals for that position is to perform district reviews of the EdTech Profile data and plan for district sponsored professional development activities for the duration of this plan.

Currently, the Technology Services Training Center provides ongoing staff development utilizing hardware and software that is available to teachers at their sites and in their classrooms. District Technology Services staff members provided in-service trainings to sites supporting the implementation of ARIES Classroom (online attendance) for daily assessment record keeping and for the generation of progress and grade reports. District Technology Services staff members and site based trainers, also provide ongoing workshops at the Technology Training Lab for teachers and staff on the district's common operating environment software, web development and data software, and assessment software as well as computer based classroom software such as SuccessMaker, Discovery Education Streaming, BrainPop and the new History/Social Science, Language Arts K-8, Mathematics and Science adoptions.

The district believes that teachers and administrators need professional development opportunities and the time to develop and practice the necessary skills to become proficient technology using educators. In an effort to have every teacher and administrator meet the level II professional proficiencies, as identified on the EdTech Profile, by 2013, the district will create a Training of Trainers program that will be directed by the Teacher on Special Assignment. This program will consist of elementary, middle and high school teachers interested in teacher training and staff

development. These teachers will participate in up to 10 hours of training designed to enable them to provide 10 hours of training at their school sites. This training will be aligned to the professional teacher's proficiency in Computer-Based Technology standards detailed in the California Commission on Teacher Credentialing Standards 9 and 16 – (for the Multiple and/or Single Subject Teaching Credential) Using Technology to Support Student Learning. Hardware and software necessary to perform the required training at the sites will be provided to the teachers.

AUSD Survey Data

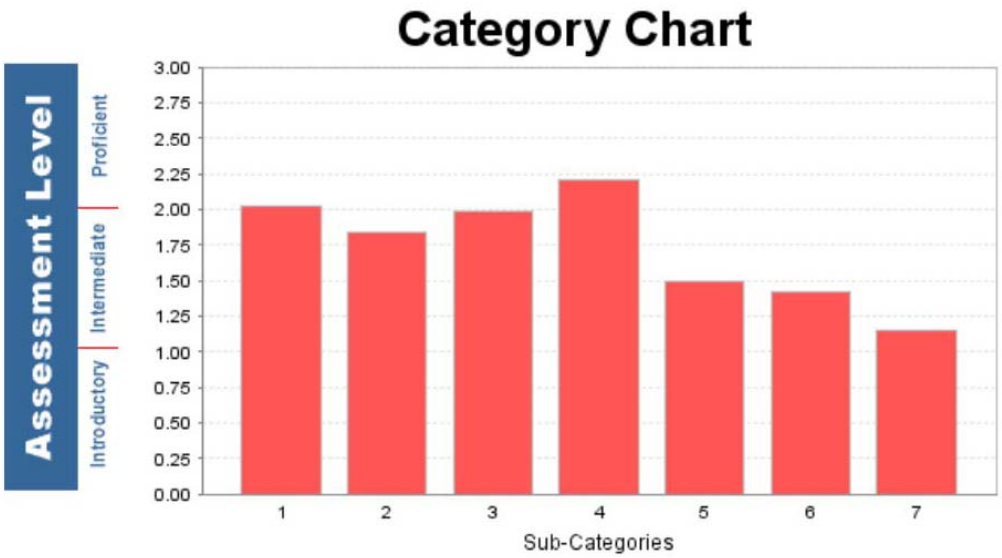
Staff Proficiency data of AUSD school site administrator's indicates that most administrators are at the intermediate level or slightly higher with general computing, Internet, e-mail, word processing and presentation skills; spreadsheets, database skills and hardware knowledge are at a level lower that basic .

Summary of Staff Proficiency (all staff members, admin and teachers)

- Use word processing application 95%
- Send and reply to E-mail messages 89%
- Ability to load software onto a personal computer 88%
- Use search tool to locate information on the Internet 87%
- Use desktop publishing or "banner-maker" application 67%
- Use spreadsheet or file management application for class record keeping 67%
- Coach students on importance of information literacy 59%
- Locate lesson resources on Internet and incorporate into curriculum 56%
- Discuss larger issues involving student use of technology 49%
- Use variety of tech tools and media to advance understanding of Ed Tech 48%
- Able to use a variety of pre-structures courseware 39%
- Acknowledged by peers as role model educator 33%
- Able to instruct others in application of education tech tools 32%
- Am now using tech skills to mentor other teachers 22%
- Troubleshoot workstation or network 16%

AUSD Teachers' Survey Data

EdTech Profile data of AUSD teachers as of 03/13/2007, indicates that most teachers are at intermediate or better levels with general computing, Internet, e-mail, word processing, and only slightly lower in presentation, spreadsheet, and database skills. Teachers need ongoing maintenance levels of professional development opportunities in basic personal technology proficiencies. Additional professional development will be available for increased knowledge and functionality of the suites of software available to the teachers.



1 General computer knowledge and skills (Includes 175 in calculation)
2 Internet skills (Includes 175 in calculation)
3 Email skills (Includes 175 in calculation)
4 Word processing skills (Includes 175 in calculation)
5 Presentation software skills (Includes 173 in calculation)
6 Spreadsheet software skills (Includes 172 in calculation)
7 Database software skills (Includes 172 in calculation)

4b-d. Professional Development Goals, Benchmarks, Timelines, Monitoring, and Evaluation.

All of the Professional Development Criteria 4b-d elements are included in the teachers' and administrators' professional development action plan charts in the Component 4 pages that follow. Our professional development action plans are based on a thorough needs analysis and include clear, specific, realistic goals, and measurable objectives that will provide our teachers and administrators with sustained, ongoing professional development necessary to implement the Curriculum Component of our Education Technology Plan.

Our three main Education Technology professional development goals over the next five years are:
Goal 1: AUSD site administrators, teachers and district support staff will become proficient with the same general technology skills, technology integration skills, and information literacy skills required of their students as well as proficient with work specific productivity tools.
Goal 2: AUSD site administrators, teachers and district support staff will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.
Goal 3: AUSD site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.

Our Education Technology Professional development will encompass a three tiered professional development approach based on administrators', teachers' and' district support staff individual technology training need.

1. Annually as needed, we will offer Personal proficiency training on ICT's skills including general computer knowledge and, Internet, Email, Word processing, Presentation software, and Spreadsheet /Database software.
2. Annually as needed, we will offer Professional proficiency training on ICT's skills integration including information literacy, curriculum-based software, SBE adopted electronic resources, online resources such as SETs, and job specific productivity and assessment tools.
3. Annually as needed, we will offer Technology Leadership / Coach Proficiency training: Training interested teachers as site-based coaches offering support to teachers as they work toward proficiency in tiers one and two.

Our coordinated professional development plan is based on the analysis of our teachers' and administrators' and district support staff technology skills needs as well as our district's curricular goals. The district will offer a variety of training options such as the CTAP Online
(www.ctaponline.org) learning portal, face-to-face training & collaboration time, and one-on-one coaching. We will maximize the use of technology and site resources to support the district's goals and objectives for curriculum, instruction, intervention, and assessment, including but not limited to the following:

- District sponsored technology coaches and CTAP Online mentors available to school sites.
- Annual face-to-face technology skill professional development opportunities.
- Anytime, anywhere online district technology professional development opportunities using CTAP Online Personal and Professional Proficiency technology classes and supported by site based technology coaches.

- District content and grade-band specific technology integration face-to-face professional development supported with district professional development and resources online using CTAP On line's *Course Builder* tool.
- CTAP Online technology integration training.
- Broad-based completions of the EdTech Profile survey and professional development data analysis to track improvements and training needs.
- Annual professional development offerings / priorities based on student, teacher, and administrator EdTech Profile assessment survey data and district curricular goals.
- Student assessment and intervention, student information system, web publishing, e-mail, and voice-mail training opportunities for all stakeholders as needed to support student achievement and improve home / school communications and interventions.
- Identification, training, and use of low and no cost Internet, video-conferencing and face-to-face learning opportunities and resources.
- National, State and local online research-based strategies and resources will be leveraged and integrated during faculty meetings, collaboration time, and professional development such as: the U.S. Department of Education's web site *What Works Clearinghouse (http://www.w-w-c.org/).*
- We will also rely on the Alameda County Office of Education, CTAP Online resources, and the Statewide Education Technology Services (SETS) which includes: California Learning Resource Network (CLRN)- which identifies CDE approved supplemental electronic learning resources that both meet local instructional needs and embody the implementation of California curriculum frameworks and standards; the Technology Information Center for Administrative Leadership (TICAL) - which helps administrators find technology resources to assist in the day-to-day needs of their jobs; and the Technical Support for Education Technology in Schools (TechSETS) - which provides technical professionals in California schools improved access to training, support and other resources.

AUSD Professional Development Plan July 1, 2010 – June 30, 2013 (sections 4b-4d)

Goal 4.1 AUSD site administrators and teachers will become proficient with the same general technology skills, and information literacy skills required of students as well as proficient with work specific productivity tools.

Objective 4.1a By June 2013, 65% of AUSD site administrators and teachers, will participate in district sponsored educational technology professional development, and will become proficient with general technology knowledge and skills, information literacy, and productivity tools aligned to EdTechProfile.
Year 1 Benchmark By June 2011, 25% of AUSD site administrators and teachers, will participate in district sponsored educational technology professional development, and will become proficient with general technology knowledge and skills, information literacy, and productivity tools aligned to EdTechProfile.
Year 2 Benchmark By June 2012, 45% of AUSD site administrators and teachers, will participate in district sponsored educational technology professional development, and will become proficient with general technology knowledge and skills, information literacy, and productivity tools aligned to EdTechProfile.
Year 3 Benchmark By June 2013, 65% of AUSD site administrators and teachers, will participate in district sponsored educational technology professional development, and will become proficient with general technology knowledge and skills, information literacy, and productivity tools aligned to EdTechProfile.
Objective 4.1 b By June 2013, 65% of AUSD ELA, Social Studies, Science, and Math teachers, will participate in professional development to develop proficieies in technology integration and information literacy skills aligned to EdTechProfile Standards 9 & 16 as well as the 21st Century Information and Communications Technology Literacies. These will include coaching in critical thinking, creativity and integration ; and collaborative skills as defined by the ICT framework..
Year 1 Benchmark By June 2011, 25% of AUSD ELA, Social Studies, Science, and Math teachers, will participate in educational technology integration professional development and will become proficient with technology integration and information literacy skills aligned to EdTechProfile Standards 9 & 16 as well as the 21st Century Information and Communications Technology Literacies.
Year 2 Benchmark By June 2012, 45% of AUSD ELA, Social Studies, Science, and Math teachers, will participate in educational technology integration professional development and will become proficient with technology integration and information literacy skills aligned to EdTechProfile Standards 9 & 16 as well as the 21st Century Information and Communications Technology Literacies.
Year 3 Benchmark By June 2013, 65% of AUSD ELA, Social Studies, Science, and Math teachers, will participate in educational technology integration professional development and will become proficient with technology integration and information literacy skills aligned to EdTechProfile Standards 9 & 16 as well as the 21st Century Information and Communications

Technology Literacies.			
Implementation Activities	Person(s) Responsible	Start	Completion
Annually in the spring, require administrator and teacher completion of EdTech Profile survey by all who participate in district sponsored EETT technology training programs during the school year, and all others who have not completed a survey within the past 18 months.	3,7	2010	2013
Annually in June, analyze EdTechProfile administrator, teachers and district support staff technology and integration skill data to plan for professional development offerings during the year.	3,7	2010	2013
Annually as needed, provide ICT workshops to teachers, administrators, and Media Specialists.	3,7	2011	2013
Annually in the fall, schedule and promote district sponsored technology integration and CLRN approved curriculum-based software and resource workshops aligned to the adopted textbooks: • Year 1 - ELA teachers • Year 1 - K-5 Social Studies • Year 1 - 6-8 Science • Year 2 – K-5 Science • Year 1 – K-5 Math	3,6,7	 2010 2010 2010 2011 2012	 2013 2013 2013 2013 2013
Annually, the district will train site-based technology integration mentors and CTAP Online mentors to support district technology participants at the site level.	3,7	2010	2013
K-12 teachers will be trained on how to create, store and access technology integrated lessons to be stored on district website.	7	2011	2013
K-12 administrator, teachers and district support staff will be trained on the implementation of SuccessMaker in ELA and math.	7	2010	2013
6-8 teachers will receive training on the Qwizdom-student response system.	7	2010	2013
ELL/ SpED teachers will be trained in technology resources such as talking text, web resources, and graphic organizers.	7	2011	2013

Goal 4.2 AUSD site administrators, teachers and district support staff will become proficient in the use of technology to improve student achievement data collection, analysis, reporting, and decision making.
Objective 4.2 By June 2013, 75% of AUSD teachers will attend professional development, and will be proficient in the use of technology (such as Measures and / or Electronic Gradebooks, spreadsheets SIS & SchoolLoop) to analyze student assessment data and make data-driven decisions to meet individual student academic needs and target student intervention needs.
Year 1 By June 2011, 25% of AUSD teachers will attend professional development, and will be proficient in the use of technology (such as Measures and / or Electronic Gradebooks, spreadsheets SIS & SchoolLoop) to analyze student assessment data and make data-driven decisions to meet individual student academic needs and target student intervention needs.
Year 2 By June 2012, 50% of AUSD teachers will attend professional development, and will be proficient in the use of technology (such as Measures and / or Electronic Gradebooks, spreadsheets SIS & SchoolLoop) to analyze student assessment data and make data-driven decisions to meet individual student academic needs and target student intervention needs.
Year 3 By June 2013, 75% of AUSD teachers will attend professional development, and will be proficient in the use of technology (such as Measures and / or Electronic Gradebooks, spreadsheets SIS & SchoolLoop) to analyze student assessment data and make data-driven decisions to meet individual student academic needs and target student intervention needs.

Implementation Activities	Person(s) Responsible	Start	Completion
Annually in the fall, schedule and promote district sponsored technology workshops for administrators and for teachers during the school year on all SIS components.	2	2010	2013
Annually in the fall, schedule and promote district sponsored technology workshops for K-6 administrators, teachers and district support staff during the school year on the district's web-based student reporting system and Students at Risk procedures.	2	2011	2013
Annually in the fall, schedule and promote district sponsored technology workshops for K-6 administrators, teachers and district support staff on the use of data analysis technology (such as Measures and / or class electronic grade books / spreadsheets SIS & SchoolLoop).	2	2012	2013

Annually, provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share best practices in instruction and intervention, including the use of technology and develop quarterly assessments horizontally and vertically through grade levels in the district.	1,2,5	2011	2013
K -5 Assessment liaisons will continue to increase their skills in using Measures for assessing student data.	2	2010	2013
K- 12 Literacy and Math coaches will continue to increase their skills in the use of Measures, SIS & SchoolLoop, online assessments)	7	2010	2013
District trainers will provide K -12 teachers just-in-time training in the use of Measures database.	2	2010	2013
4 -12 Teachers will receive training to deliver online formative assessments.	2	2010	2013
6-8 ELA and math teachers will receive training on the use of Qwizdom for immediate feedback and formative assessments.	2,7	2010	2013
Teachers will receive training on district gradebook programs-SIS & SchoolLoop.	2,7	2011	2013
Teachers will be trained on the implementation of the selected online report card.	2,7	2011	2013

Goal 4.3 AUSD site administrators and teachers will become proficient in the use of technology to improve two-way communication between home and school.
Objective 4.3 By June 2013 75% of AUSD site administrators, teachers and district support staff will become proficient with the district selected web –based communications package and technology for the development of newsletter and flyers and other home school communications.
Year 1 Benchmark By June 2011, 50% of AUSD site administrators, teachers and district support staff will become proficient technology for the development of newsletter and flyers and other technology –based home school communications.
Year 2 Benchmark By June 2012, 50% of AUSD site administrators, teachers and district support staff will become proficient with the district selected web –based communications package.

Year 3 Benchmark By June 2013, 75% of AUSD site administrators, teachers and district support staff will become proficient with the district selected web –based communications package and technology for the development of newsletter and flyers and other home school communications.			
Implementation Activities	**Person(s) Responsible**	**Start**	**Completion**
Teachers and administrators will receive training on Word and Desktop publishing tools to improve communication between home school and community.	3,6,7	2011	2013
Teachers and administrators will receive training on Microsoft Outlook Exchange email system.	3,7	2010	2013
Teachers and administrators will receive training on the use of the district selected web-based parent portal.	3,7	2011	2013
Teachers and administrators will receive training on MS Front Page, Dreamweaver and SchoolLoop web publishing software.	3,7	2010	2013

4.c. Monitoring

AUSD curriculum, data and technology administrators, school site administrators, and the teacher on special assignment will track the development and implementation of all professional activities and accomplishments quarterly. Modifications to the district activities will be made as needed to insure the implementation of the professional development goals and benchmarks. The Teacher on Special Assignment will monitor a significant portion of the professional development activities and make routine reports to Cabinet on the activities and results of the staff development.
Additional monitoring activities will include:

Classroom observations by
- Principal
- TOSA

Peer review / coaching
Analysis of skills training / testing –Tech profile

Evaluation Instruments	**Schedule for Collection**	**Person(s) Responsible**
Sign In Sheets	As workshops occur	7

EdTechProfile	Annually	3,7
Workshop Evaluations	As workshops occurs	7
Milestones for Improving Learning in Education Rubric from 21st Century Learning	Annual	7
Professional development calendars	Annual	3,7
1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists		

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT AND SOFTWARE COMPONENT

5. a. Summary of current AUSD technology hardware, electronic learning resources, networking and telecommunication infrastructure, that will support our tech plan objectives.

The hardware, Internet access, electronic resources and technical support that already exist in the district are described below:

Computer
Minimum Performance Specifications

The Computer Workstation must possess adequate chip speed, random access memory, hard disk storage, video display and DVD player / writer for the tasks required of the machine. The minimum specifications for Computer Workstation will be reviewed annually for modification.

Feature	Computer
Cache	**512 Kb**
Processor	**Pentium core 2 or duo 3 Ghz**
RAM	**3 Gb**
Hard Drive	**120 Gb SATA Drive**
DVD	**8X /DVD RW SATA**
Video Card	**128 Mb**
Network Card	**100/1000 Mbps**
Operating System	**Win XP Pro (Windows 7 in 2010)**
Monitor	**17", .26 dpi**
Software	**MS Suite of Office products, Internet Explorer Mozilla / FireFox Adobe Acrobat Reader**

Single Computer Standard: Alameda has moved to a Microsoft Windows based computer standard for both administrative and instructional applications. Additionally, the Alameda Unified School District has standardized on the Microsoft

Office Suite of personal productivity software and Adobe Master Suite (V4) for all media and graphics programs at the High School level. Internet access is supported on Internet Explorer and Mozilla / Firefox web browsers. Migration of all District server and client platforms to Microsoft products was completed in 2005 and updates / upgrades have been performed as necessary to support the District. All software components, OS, browsers and programs are at the current level or one release down from current level.

Computer Inventory

Alameda has a current inventory of approximately 3000 computers, of which about 624 (20.8%) will meet the performance specifications established by this technology plan.

Student / Classroom Computers

School	Students	total computers	M/M computers
Bay Farm	558	114	29
Earhart	546	105	71
Edison	372	116	21
Franklin	286	66	0
Haight	438	120	34
Lum	508	129	48
Otis	386	62	36
Paden	374	92	41
Ruby Bridges	499	199	70
Washington	330	55	32
Chipman MS	604	101	0
Lincoln MS	944	90	36
Wood MS	719	85	4
Alameda High	1914	625	40
Encinal High	1189	220	115
Island High (con)	192	41	10
ASTI	84	40	37
District level	10149	2260	624

Electronic Learning Resources

Alameda Unified School District has adopted the Microsoft Office Suite of software as the standard for all instructional computers. Additionally, we have adopted the Adobe CS4 Master suite of products for graphics and high end network products at the high school and teacher level. There are no other standards established for other software applications, including electronic learning resource software applications, across the district. As a result, individual school sites have acquired a wide variety of such resources.

The district does provide a range of subscriptions, including Discovery Education Streaming and Brainpop, and BrainPop Jr. TumbleBooks, SchoolLoop, Online Tutor, as well as teacher tools, digital media, curriculum support, research / reference tools, and professional development opportunities. Additionally the District provides the Google Apps for Education suite of products for all users as well as Calaxy from the California K-12 High Speed Network, California Resource Learning Network (CLRN), TechSETS and Technology Information Center for Administrative Leadership (TICAL).
Additional information is listed on page 13.

Computer Use

Each classroom has access to at least one computer workstation and printer at the current district standard (Pentium 4 / core2). Additionally each site has at least one current level lab and current level Media Center / Library. All computers are networked via Cat-5 or Cat-6 cable, managed switches and each site's has a minimum (100 meg) high speed backbone fiber network connecting all school buildings within the city of Alameda. As network equipment is being upgraded some sites and segments of the network are operating at 1gigabit per second. Each workstation is able to access, retrieve, store, manipulate, organize, display, present and transmit data between the classroom, the school's media center, and remote databases. The classroom computers are connected to the School Library / Media Center's electronic resources through the school wide LAN. Approximately 38% of the districts computers (1150 of 3000) have sufficient processor speed, Memory, and disk space to support the applications software and multi-tasking activities that are required by the existing curriculum, and future adoptions (e.g. concurrent use of word processing, graphics, electronic mail, desktop publishing, multimedia, Internet access, etc.).

Each Teacher (classroom, computer lab, media, resource, itinerant, special education, counselor, etc.) has access to a desktop computer workstation. Where appropriate, an itinerant teacher may be provided access to a laptop computer or a common

computer / printer located in a work room, library or staff lounges. These computers are used to prepare lesson plans, conduct Internet research for the lesson plans, acquire, store, and process data, deliver technology rich instruction, and communicate with students, teachers, administrators, and parents. All computers use the same operating systems and user applications software.

Currently, 21 instructional application servers and approximately 25 other administrative servers are in operation throughout the District. All of the servers represent current technology and the newest version of network operating systems (Windows Server 2003)

Current Technical Support

Alameda Unified currently utilizes a site based support system of teachers and administrators referred to as the Site Technology Coordinator. The site technology coordinators assume a significant responsibility for the site level technology support, and will off load the district level staff for basic computer / network support, maintenance and repair. Additionally there is one network administrator, two district wide technicians, one systems (server) analyst, one data manager, one WEB Master, and one data base administrator, plus the department administrator to support the sites and computers.

Typical School LAN

A minimum of 2 data drops, 1 voice drop, and 1 CATV drops exist to all classrooms. The minimum bandwidth speed is 100 Mbps.
Single person offices have at least one data drop. Offices where several or many people are expected to work have a number of drops based on number of users. Rooms other than classrooms and offices (e.g. staff rooms, conference rooms, theater stage areas, etc.) have at least one drop per room or area. A minimum of one telephone drop is available for each room, plus an additional drop for fax machines where required. A video co-axial drop is available in each classroom, auditorium, gymnasium, and conference room.

All classrooms, offices and support locations within a school site are connected to each other and the school's School Library/Media Center by means of a school-wide LAN. The school-wide LAN uses Category 5 cabling within the building and fiber optic cabling between buildings. The LAN is capable of delivering or receiving information at the rate of 100 Mbps minimum. Each school LAN is connected to the

Internet and the district's Metropolitan Area Network (MAN) via a one gigabit fiber ring.

District Technology Training Lab

Alameda Unified has a district-wide training lab with 28 computer workstations to train teachers, administrators and support staff on a variety of technology-based skills. This facility is available to provide summer or inter-session training institutes, as well as training during school hours when the school facilities are not available for training.

Additionally, Technology Services shares and supports the Alameda Adult Education classrooms located on the District Office premises. On several occasions professional development sessions exceeding 30 teachers have been held in the Adult Ed facilities.

5. b. Summary of future technology hardware, electronic learning resources, networking and telecommunication infrastructure, that will be required to support our tech plan, staff development and curricular objectives.

The Alameda Unified School District has always been considered a leader in educational technology. Over the past 5+ years we have implemented a state-of-the-art fiber network and provided every teacher with a then current level computer work station. In addition, we also provided at least one current level computer lab at every school site. As such we believe we are ahead of the implementation process and will only need replacement and future growth considerations for technology purchases. As part of the future growth, AUSD will purchase anything necessary to support the ISTE / NETS•S and ICT framework.

Computer Workstation Standards

Currently, a PC based computer with a chip speed of 3.0 GHz and 3 Gb of RAM capable of running Microsoft Windows XP Professional operating system and Microsoft Office XP Professional application suite will meet the majority of the teaching requirements for word processing, spread sheets, graphics, networking, Internet access, and multi-media. The minimum performance requirements will be established annually to match the highest appropriately powered computer with identified needs. Alameda will remain "on the leading edge, but not on the bleeding

edge." We do anticipate migrating to Windows 7 and office 2007 during the next 12 months.

All future AUSD computers will maintain the use of the District's standard suite of productivity software and multimedia software. Additional applications will be added as necessary for specific class functions.

School Library/Media Center Standards
The Media Center will combine library services and audio/visual multimedia services to support the integration of technology into the instructional program. Students have, and will continue to have, direct access to an automated catalog of resources, CD-ROMS, multimedia production, integrated application software, and Internet access. The School Library/Media Center at each school site will have a minimum of 5 networked multimedia computer workstations. These workstations will be available for use by the students and the teacher during, and outside of, the classroom instructional period, and will have network access to all District resources as well as the Internet.

Laboratory Standards

Each Elementary School (K-5 / K-6) will have access to a minimum of one (1) computer lab with a minimum of 30 networked computer workstations plus one teacher workstation. The computer labs will be used (where appropriate) to accommodate large group research projects, provide large group instruction in computer hardware and software skills and as a resource room to students during non-instructional periods. The number of labs will be increased, to accommodate schools with larger enrolments.

Each Middle School (6-8) will have access to a minimum of one (1) computer lab per 500 students; each with 33 networked computer workstations plus one teacher workstation. The computer labs will be used for large group research projects, large group instruction for hardware and software skills and as a resource room for students during non-instructional periods. Each computer station will have similar access to the School Library/Media Center electronic resources and remote resources through the network, and will have the same performance capability as the classroom computers.

Each High School will have access to a minimum of one (1) computer lab per 500 students with 35 networked computer workstations plus one teacher workstation. As appropriate, the computer lab will be used for large group research projects, large

group instruction for computer hardware and software skills and as a resource room for students during non-instructional hours. The number of labs or computers may be increased to accommodate larger enrollments Additional networked computer workstations may be provided for specialized instructional areas, such as Business, Journalism, Science, Industrial Arts, Tutorial Centers, Visual Arts, etc. Each computer station will have the same performance capability as the classroom computers, and will have similar access to the School Library/Media Center electronic resources and remote resources through the network.

Computer Priorities

The computer inventory will be updated at all schools each year to (1) identify the number of computers which meet the computer workstation specifications, (2) identify the additional computers that are needed, and (3) establish a priority sequence for computer procurements by site. All of the administrative computers will be replaced on a three year cycle with 33% replaced each year. Computers with functional life still available will be allocated to K-5 primary grades as needed. The instructional computers will be replaced at the rate of 25% per year over a 4-year period. School Library / Media Centers / Labs will be scheduled for replacement on a rotating four year cycle. 50% of each lab scheduled will be replaced each year (it will take two years to replace all computers in a lab rather than 4 years. Labs would still be on a 4 year cycle)

Internet and Multi-Media Priorities

Each classroom, lab, media center and multi purpose room will have access to the appropriate multimedia technology that supports digital content, streaming media and visual demonstrations such as United Streaming, Brain Pop or on-line virtual labs and field trips. This may include large format video displays, LCD projectors, wide screen televisions and DVD players. Classrooms and sites will be upgraded by grade level as new curriculum adoptions are selected and implemented.

Phased Server Procurements

Currently 21 instructional application servers and approximately 25 other administrative servers are in operation throughout the District. The District will replace all servers on a five year cycle with approximately 20% of the capacity replaced every year.

Computer Technical Support

Alameda Unified currently utilizes a site based support system of teachers and administrators referred to as the Site Technology Coordinator. The site technology coordinators assume a significant responsibility for the site level technology support and off load the district level staff for basic computer maintenance and repair. The coordinator's responsibilities include the (1) training of site staff for basic instructional proficiency in the use of technology, (2) technology curriculum integration support at the classroom / grade level, (4) management/coordination of site web pages, (5) installation, troubleshooting and minor maintenance of site specific hardware, (6) installation and maintenance of virus protection and security software, (7) introduction of new software programs, (9) prioritization and call in for requests for service from the district level. The site level coordinator will call upon the district level staff for computer maintenance and repairs that exceeds the capacity or expertise of the site level coordinator.

In addition to the site based support, the District will staff the Technology Services Department at a level comparable with similar districts as recommended in the FCMAT report of 2006. This will provide a reliable level of support to all of the school sites.
The current technology staffing level is nine (9) fte. The proposed Technology Services staffing plan is listed below by year and estimated number of district wide computers.

Proposed Technology Support, Staffing Plan

Plan year	1	2	3
School Year	10-11	11-12	12-13
1. Computers on Hand (total)	3,000	3,250	3,500
2. District Staffing			
Director of IT	1	1	1
WEB Master	1	1	1
Data Manager	1	1	1
Database Administrator	1	1	1
Network Manager	-	1	1
Network Administrator	1	1	1
Systems Analyst	1	1	1
Technicians	2	3	4
Teacher on Special Assignment	1	1	1
3. Total Proposed FTE	9	11	12

5. c Benchmarks and timelines for new hardware, infrastructure, and software acquisitions.

Goal 5.c.1 - District Goal for Hardware and Software
Goal 5.c.1: All AUSD students will have access to up-to-date computers and appropriate software to support achievement of the district's academic standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.
Specific Measurable Objective by June 30, 2013
Objective: 5.c.1.a By June 30, 2013 our average student to computer ratio will be 6.0 to 1 or better (by site) (*based on CDE definition of up-to-date multimedia computer as - four year old or newer with multimedia capabilities). **Annual Benchmarks and Timeline:** **Year 1:** 10 students to 1 computer by June 2011 **Year 2:** 8 students to 1 computer by June 2012 **Year 3:** 6 students to 1 computer by June 2013. **Objective: 5.c.1.b** By June 30, 2013, all 18 schools in the district will have access to new and / or upgraded district approved multimedia / AV technology to support new Math, History / Social Science and Science curriculum based learning and intervention software and / or internet subscriptions. **Annual Benchmarks and Timeline:** **Year 1:** 60% of classrooms by June 2011 **Year 2:** 80% of classrooms by June 2012. **Year 3:** 100% of classrooms by June 2013.
Goal 5.c.2 - District Goal for Infrastructure
Goal 5.c.2: AUSD will continue to improve and maintain the infrastructure at district schools as needed.
Specific Measurable Objective by June 30, 2013

Objective: 5.c.2.a Increase the number of local servers at the sites to meet site based storage requirements (May include servers with internal hard drives or USB attached drives)

Annual Benchmarks and Timeline:

Year 1: complete 4 schools by June 2011

Year 2: complete 3 more schools by June 2012.

Year 3: complete 3 more schools by June 2013.

Objective: 5.c.2.b By June 2011, re engineer district network to provide reliable communications with redundancy and faster Internet connection

Annual Benchmarks and Timeline:

Year 1: by September 2010. Implement AT&T OptiMAN fiber network for all locations

Year 2: by June 2011. upgrade the Districts Internet connection from 20 meg to 25 meg)

Goal 5.c.3 - District Goal for Technical Support

Goal 5.c.3: All AUSD school sites will have access to timely district or site technical support to so teachers and students have access to technology needed to support standards in the classroom, district curricular goals, and ultimately for lifelong learning and success in our digital society.

Specific Measurable Objective by June 30, 2013

Objective: 5.c.3.a By June 2012, the district will have new / upgraded computer, software, network, and security standards in place for district supported technology.(i.e. Virus protection, DeepFreeze software, web content filtering software, Spam Blocking)

Annual Benchmarks and Timeline:

Year 1: 50% by June 2011.

Year 2: 100% by June 2012

Year 3: Maintain 100% at current level

Objective: 5.c.3.b By June 2013, the district will have adjusted the staffing levels to a ratio of one computer tech to 750 computers

(See staffing proposal in 5.a.)

Year 1: by June 2011. Increase Technology Services staff from 9 to 11 (2 computer techs)

Year 2: by June 2012. Increase Technology Services staff from 11 to 12 (3 computer techs)

Year 3: by June 2013. Increase Technology Services staff from 12 to 13 (4 computer techs)

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

Monitoring and Evaluation Process:
The AUSD Technology Services Director, school site administrators, and site technology coordinators will track the development and implementation of all appropriate access activities, inventories and accomplishments periodically and report progress at bi-annual district/ site admin meetings. Modifications to our district activities will be made as needed in order to insure that we meet or exceed this measurable objective. AUSD Technology Services Director, school site administrators and school site tech coordinators will analyze end of school year results annually in June.

5.c.1

Evaluation Instruments	**Schedule for Collection**	**Person(s) Responsible**
Annual CBEDS report, average student to computer ratio by school and district	Annually	3,7
Annual district technology software survey, % of schools with access to approved curriculum based software	Annually	3,7
Rater survey by site administration on service standards met by the Technology Services Department	Annually	1,3,6
1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists		

5.c.2

Evaluation Instruments	**Schedule for Collection**	**Person(s) Responsible**
District and school infrastructure installation and purchase records date, type, and location of infrastructure purchase and installation	Annually	3,7

Rater survey by site administration on service standards met by the Technology Services Department	Annually	1,3,6
Report and feedback by media center and library staff at monthly meetings with the District Office support departments	Monthly	4,5,6,7,8
1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists		

5.c.3

Evaluation Instruments	**Schedule for Collection**	**Person(s) Responsible**
Standardized work order process and security standards for computers and networks	Annually	3,7
District job postings and personnel changes, hiring records / staff reports	Annually	3,7
Rater survey by site administration on service standards met by the Technology Services Department	Annually	1,3,6
Report and feedback by media center and library staff at monthly meetings with the District Office support departments	Monthly	4,5,6,7,8
1. Principals **2**.District Assessment Coordinator **3**.Director of Technology **4**.Site Technology Coordinators **5**.Teachers **6**.Director of Curriculum and Instruction **7**.Technology TOSA **8**.Media Specialists		

6. ED. TECHNOLOGY FUNDING & BUDGET

Economic conditions in California and the nation will continue to impact K-12 education budgets and grants through the duration of our tech plan. Therefore, our established and potential funding sources to implement our Educational Technology Plan may be impacted as well.

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

In developing the budget for the District's Ed Tech Plan, we took into consideration the District's Strategic (long range) plan and three-year curricular goals for our students and staff.

6a. List of established and potential funding sources

Established funding sources:
The District's General Fund pays for:

- The salaries of four Technology Services staff,
- growth of applications and components,
- Internet Service Provider fees
- School site budgets (title 1, PTA) also pay for some local site technical support, peripherals, and staff development.

NCLB Title II pays for the TOSA / Staff Development
TIIG pays for four staff members
EETT grants also pay for professional development based on the grants applications
District and Site budgets from various sources help pay for needed hardware.

Potential funding sources:

- EETT Formula grant
- EETT Competitive grant
- Title 1 and SIP monies
- Library improvement grants
- PTA and community donations

Budget Assumptions in formulating three year cost models:

- District-paid and site-paid tech support will continue at the same level.
- DAS/CPUC/CA Teleconnect Fund and the Federal E-rate program will continue

throughout the duration of the Ed tech plan.

- EETT Formula grant funds will continue at approximately the same funding rate throughout the duration of the Ed tech plan.
- EETT Competitive grant continues to be available to grades 4-8 upon successful grant application approval.
- The District staff development time will be at the teacher / principal / district's discretion throughout the duration of the plan.
- There will not be any state or district budget freezes for the duration of this Tech Plan.
- School site budgets and Title 1 funds will fund some of the site specific hardware, software, professional development, and tech support outlined in the plan.

Given the uncertainty of our Ed tech sources of funding, we have established the following priorities list to guide allocation:

- District-wide technical support
- Updated student and teacher computers
- Infrastructure upgrades
- Staff development for standards-based curricular software.
- Staff development for administrators – web searching, basics file management & how to work with attachments, where to find educational resources

6b. Estimate of AUSD Staffing Costs for Three Year Ed Tech Plan

Projected Ed Tech plan staffing

Position	10-11	11-12	12-13
Director	$130,000	$130,000	$130,000
Network Administrator	$85,000	$85,000	$90,000
Systems Analyst	$80,000	$80,000	$85,000
Database Administrator	$75,000	$75,000	$80,000
Technicians	$140,000	$210,000	$210,000
TOSA	$90,000	$90,000	$95,000
Web Master	$65,000	$65,000	$70,000
Data manager	$100,000	$105,000	$105,000
Network Manager		$115,000	$115,000
Help Desk			$60,000
Total Staff members	9	11	12

	$765,000	$955,000	$1,040,000	
				$2,760,000

6b. Estimate of Total AUSD Tech Plan Implementation Costs for Three Year Ed Tech Plan (including examples of items to be purchased)

Tech Plan year	10-11	11-12	12-13	Total by type	Funding Source
Staffing • Help desk • Tech support • Other support staff	$765,000	$955,000	$1,040,000	$2,760,000	General fund, Categorical funds
Computers / printers	$400,000	$500,000	$500,000	$1,149,00	Grants, Bonds, Site based
Multimedia A/V • TVs • LCD projectors • Document cameras	$50,000	$50,000	$50,000	$150,000	Grants, Bonds, Site based
Software • MS Office • Adobe Suite • SME • Math Tech	$10,000	$10,000	$15,000	$35,000	Microsoft Voucher,
Infrastructure • Switches • Routers	$25,000	$25,000	$30,000	$80,000	Grants, Bonds general fund
Professional Development	$35,000	$40,000	$45,000	$120,000	Grants, General fund,

					Categorical funds, Site funds
• Tech leaders • Peer trainers • Vendor provided • Seminars and conferences					
Total by year	$1,285,000	$1,580,000	$1,680,000		
				Total	4,545,000

6b. Level of Ongoing District Technical Support

There is continued need for technical support at the site level. Each site has a technology support person or Media Center person that provides initial technology response. The District is committed to staffing the Technology Services Department to the levels recommended in the 2006 FCMAT report.

Proposed Technology Support, Staffing Plan

School Year	10-11	11-12	12-13
1. Computers on Hand (total)	3,000	3,250	3,500
3. District Staffing			
Director of IT	1	1	1
WEB Master	1	1	1
Data Manager	1	1	1
Database Administrator	1	1	1
Network Manager	-	1	1
Network Administrator	1	1	1
Systems Analyst	1	1	1
Technicians	2	3	4
Teacher on Special Assignment	1	1	1
3. Total Proposed FTE	9 fte	11 fte	12 fte

6c. District's Replacement Policy for Obsolete Equipment

AUSD Replacement guideline for obsolete equipment is every four years. Our computer replacement budget is approx $70,000 per year, with projected funding sources of district and site general funds, site Title I funds, and grants. Principals work with the District and School Site Councils to review tech inventories for the school and modify budgets where necessary. AUSD and Technology Services will continue to locate and allocate additional resources to support the curriculum and professional development components of this plan.

6d. District's Budget and Funding Monitoring Process

AUSD is committed to a dependable and sustainable technology plan that ensures funding for reliable infrastructure, hardware, technical support, professional development, and software for all district sites.

The AUSD Director of Technology Services along with Assistant Superintendent of Curriculum, and the Chief Financial Officer, have the primary responsibility and access to appropriate budgets to meet goals and objectives specified in this plan. District technology budgets and funding monitoring is the responsibility of the Director of Technology Services who takes budget recommendations and revision requests to Cabinet-level meetings and the School Board as needed. The Director of Technology Services will make fiscal reports to the School Board, and Cabinet yearly in July, based on expected requirements for the upcoming school year, and again in February as a mid term correction. Additionally, the Director of Technology Services will make quarterly reports to the Technology Steering Committee and the Bond Oversight committee regarding current and future expenditures. Routine district budget analyses and funding opportunities are tracked to ensure optimal leveraging of funds. Site technology budgets are the domain of site principals and school site councils. Technology funding and budget planning will take place on an ongoing basis guided by the goals and objectives of this plan.

Given the annual uncertainty of federal, state, and private Ed. Tech sources of funding, the district Technology Advisory Committee will annually recommend funding priorities to the AUSD Director of Technology Services to guide technology budget allocations.

District technology support and site-based technology staff provide the AUSD Director of Technology Services ongoing data on technology replacement, upgrades, maintenance, and technical support needs including the annual online California School Technology Survey data provided by all sites in the district, as well as CBEDS data collected each October.

7. MONITORING & EVALUATION OF TECHNOLOGY PLAN

7. a. Description of how technology's impact on student learning and attainment of the district's curricular goals, as well as classroom and school management, will be evaluated.

The Alameda Unified School District is committed to achieving high standards in curriculum and student learning results, and sees the Educational Technology Plan as supporting the curricular goals and student achievement goals of the District. The Educational Service Division, which encompasses Technology Services, Curriculum and Instruction, and Assessment, will coordinate the evaluation of the Technology plan as it impacts student learning and curricular goals.

To evaluate the impact of the technology plan on student learning, a variety of normed and criterion based assessments, including the California Standards Test (CST), California High School Exit Exam, and a variety of AUSD assessments more closely aligned to the District's curricular goals, will be used.

Included among our curricular goals are student use of and competence with technology. This will be evaluated by student and teacher surveys (CA School Technology Survey and Ed Tech Profile) and examples of student work. Increases in teacher skills that allow them to better integrate technology will also be assessed by feedback forms at the end of staff development sessions.

The degree to which the technology is integrated into the learning environment and supports classroom and school management will be measured using indicators such as student-computer ratios, student and teacher surveys (CA School Technology Survey and EdTech Profile), and classroom observations of student engagement with technology resources.

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

The following chart specifies who is responsible for the monitoring and evaluation activities and when that evaluation will occur.

Job Title(s) of Responsible Individual(s)	Responsibilities	Timeline
AUSD Coordinator of Assessment	Provide analysis of student achievement gains and areas of need based on STAR assessments	Yearly in Sept.
AUSD Coordinator of Assessment	Provide analysis of pass rates s from CAHSEE administrations	Yearly in May
AUSD Coordinator of	Provide analysis of student progress based on	Quarterly

Assessment	AUSD formative assessments	
AUSD Director of Technology and Teacher on Special Assignment	Provide analysis of growth in technology use, skills, and needs based on Ed Tech Profile teacher and student surveys	Yearly- September
Principals, AUSD Director of Technology, and Teacher on Special Assignment	Provide analysis of technology availability in classrooms and schools based on Ed Tech Site survey	Yearly in September
Principals, Site technical coordinators, Director of Technology	Provide classroom/ school technology integration data based on observations	Ongoing
Director of Technology, AUSD Coordinator of Assessment, Director of Curriculum	Provide analysis of data from staff development sessions	Ongoing
AUSD Technology Services Director AUSD Teacher on Special Assignment Core Technology Team	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	October, February, June

7. c. Description of how the information obtained through the monitoring and evaluation will be used.

Each identified objective in our Technology Plan will be reviewed and evaluated quarterly by the Alameda Unified School District Technology Advisory Committee. Committee membership includes: the Technology Services Director, the Teacher on Special Assignment, the Assistant Superintendent of Education Services and various site based staff members and parents. This committee will have the overarching responsibility for ensuring that our goals and objectives are monitored, adjusted as necessary, and accomplished.
Student achievement and curricular goals will be monitored by the Educational Services Division based on the data outlined in 7b. As is in place throughout the district, Ed Services uses a continuous improvement model for using data to improve implementation of programs/plans and to improve instructional outcomes as shown by data. This process will be applied to the District Technology Plan as it is to all District planning processes.

The following chart specifies who is responsible for necessary adjustments and possible corrections to the plan as well as identifying reporting structure to stakeholders and oversight committees

Job Title(s) of Responsible Individual(s)	Responsibilities	Outcomes	Monthly FTE Time Estimate
Technology Services Director, Assistant Superintendent of Curriculum, Teacher on Special Assignment	Provide overall Tech Plan management and coordination	Reports to Superintendent, school board and stake holders	**5% each**
Technology Coordinator ACOE	Assess, plan implementation and evaluate technology staff development aligned to curriculum.	Report to Assistant Superintendent of Curriculum, adjust as necessary, align staff development with curricular needs	**5% each**
Technology Services Director Teacher on Special Assignment	Standardize, develop, manage, monitor, and revise as necessary network, hardware, infrastructure, software, and technical support specifications, policies, and procedures.	Reports to Superintendent, school board and stake holders use of, and or need, for additional technology resources	**5%**
Testing and Assessment Coordinator Site Technology Coaches	Collect and analyze data regarding K-5, 6-8, and high school students' computer skills.	Report to Technology Services Director, Assistant Superintendent of Curriculum, Teacher on Special Assignment, adjust as necessary	**2%**
Technology Services Director Teacher on Special Assignment	Collect staff development data on technology proficiencies	Report to Assistant Superintendent of Curriculum Provide additional staff development (Nets / TechSets, Adult Ed,…)	**5%**
Technology Services Director Technology Coordinator ACOE	Use collected data to monitor and evaluate progress toward benchmarks and the timeline and to plan and make modifications.	Reports to Superintendent, school board and stake holders	**5%**

Teacher on Special Assignment			

8.0 ADULT LITERACY PROVIDERS

Within the Educational Services Office, the Director of Secondary Ed/ROP and the Principal of the Adult School have collaborated to provide adults access to technology through several existing programs. The Regional Occupational Program (ROP) offers a variety of computer training opportunities such as Computer in Business, Desktop Publishing, A+/Web Design, and Cisco Network Cabling Technology. These free classes are open to all residents of Alameda, who are at least 16 years old. Classes are offered mornings and afternoons at high school campuses. These training programs provide citizens within the community with career guidance, hands-on training, and job placement assistance to help ensure success.

Through the Adult School, Adult Career Technical Education Courses are open to all adults in our community. Eligibility requirements are that the participants are eighteen years old. Courses offered are Computer Foundations (Introduction to Computers), Microsoft Certification in Word and Excel, Accounting (business math/ten key, fundamentals of accounting, and QuickBooks) and Adobe Certification in Dreamweaver and Photoshop. There is a sequence of courses that equals a program of completion called "Administrative Assistant" that focuses on the Information Technology sector. This program takes students from our adult family literacy program and gets them job-ready through a series of technology courses that include, Computer Foundations, MS Word, MS Excel, Business Communication and Job Preparation. These are performance based courses where the learning objectives and assessments are all based on evidence of student proficiency.

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Also managed by the Educational Services Office and coordinated by the Director of Special Programs, another successful program implemented by the district is the Community Based English Tutoring program through Woodstock Elementary School. Woodstock has computer labs that participants can access during the day or after school hours. This program uses SuccessMaker to introduce parents to English acquisition utilizing technology. Parents learn computer skills and information literacy as a byproduct of acquiring and or improving their English.

The District, through the auspices of the Educational Services Office, will continue to explore the possibilities of creating opportunities, which will allow parents computer access and training on basic computer literacy skills by continuing to work closely with the East Bay Regional Occupation Center, the College of Alameda, the City of Alameda, the school libraries, the public libraries, and the schools involved

community-based programs to assess and to determine the needs of the adults in the community.

9: Effective, Research-Based Methods and Strategies

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

Our technology vision flows from the six recommendations made by the *CEO Forum in the School Technology and Readiness Report*. Those six recommendations are:
1. Focus education technology investment on specific educational objectives.
2. Make the development of 21st Century skills a key educational goal.
3. Align student assessment with educational objectives and include 21st century skills.
4. Adopt continuous improvement strategies to measure progress and adjust accordingly.
5. Increase investment in research and development and dissemination.
6. *Ensure equitable access to technology for all students."(CEO Forum School Technology and Readiness Report, June 2001 page 3)*

Our educational objectives have measurable goals linked to improved student achievement. We have incorporated the 21st Century literacy skills including inventive thinking skills, communication, interpersonal skills and productivity skills into technology standards and benchmarks that align to state content standards. Strong programs in Information Literacy based in the Library Media Centers are either in place at our sites or in development. Library Media Teachers in the high schools collaborate with English and 9th grade science teachers to deliver these programs.

We believe that the teacher's ability to assess student learning is key to improving student achievement. We believe in data-driven decision making. Our technology plan includes goals to continue implementing the use of electronic standards-based assessment and reporting tools by every teacher. Our teachers receive ongoing training in the use of the district adopted Measures Applied Plus software. In a further effort to align student assessment with educational objectives we are developing district wide common assessments that can be administered online, using the Measures Aligned Software. Many such assessments have already been created including online finals in chemistry and physics. The detailed reports provided by Measures Applied for STAR and other standardized testing, and by Measures Aligned for district and site made tests, provide the basis for data driven decision making. Further ongoing training provided by the district assessment office helps develop teacher and administrator skill in such decision making. We are also developing and implementing student assessment instruments for district technology standards and benchmarks.

Our goals correlate to continuous improvement strategies with evaluation instruments for formative assessment, specifying data to be collected and identifying the persons responsible. Progress towards our meeting goals is constantly and regularly reviewed with provision for making necessary modifications. Some of the goals and objectives in the plan have an emphasis on research and development, such as goals for developing bold, colorful presentations to assist visual learners master abstract concepts and difficult skills. The benefits of use of this strategy are strikingly supported in Zywno, M and Waalen, J (2002) The Effect of Individual Learning Styles on Student Outcomes in Technology-enabled Education, Global J of Engng. Educ, Vol 6, no. 1.

We further agree that **"**Technology can provide the means for students with special needs to communicate via email and use the Internet for research, and can also help teachers accommodate students' varying learning styles." Silverstein, G., Frechtling, I., & Miyoaka, A. (2000). Evaluation of the use of technology in Illinois public schools: Final report (prepared for Research Division, Illinois State Board of Education). Rockville, MD: Westat.

"Gifted students can work at their own pace and explore subjects in more depth than the basic curriculum. Technology can also analyze and provide immediate feedback on performance, and can suggest modifications in instruction where necessary to improve student achievement." CEO Forum on Education and Technology. (2001

Our confidence that technology integration boosts student achievement also relies in part on research conducted by The Idaho Council for Technology in Learning published in 1999 based on the effect of the technology initiative in Idaho. Researchers examined the test score gains, technology usage patterns, and technology literacy along with five other elements of the initiative. The sample consisted of over 35,000 8th and 11th grade students, and the researchers concluded "There is a positive relationship between academic performance in core studies, language, math, and reading and the integration of technology in Idaho's K- 12 schools (p. vii They also concluded that the gains were greater for 8th graders than for 11th graders and that the differences between the academic gains of Idaho students with high exposure to computers over a four year period and the academics gains of those students who had little interaction with computers over that same time were practical and educationally meaningful. The technology factors that were the strongest predictors of achievement gains were the ability to choose the appropriate software tool, the amount of computer use at school, exposure to Internet and email use, and the amount of computer use at home.

Idaho Council for Technology in Learning (1999). The Idaho technology initiative: An accountability report to the Idaho Legislature on the effects of monies spent through the Idaho Council for Technology in Learning. The State Division of Vocational Education, The State Department of Education, Bureau of Technology Services.

In our district technology plan, professional development is a primary focus. The district began participating in the very intensive "Intel Teach to the Future" program in 2000. Five district teachers became Master Teachers in the program and they subsequently trained over 150 of our teachers, or nearly 1/4th the total. These teachers received more than 40 hours of concentrated, hand-on training. This gave our district a big boost both in the capability of teachers to use technology tools such as the Office Suite and in skills for integrating technology effectively into coherent classroom units and rubric-based grading.

Helping teachers to learn to integrate technology into curriculum is a critical factor in the successful implementation of technology in schools: Sivin-Kachala, J., & Bialo, E. (2000). 2000 research report on effectiveness of technology in schools (7th ed.). Washington, DC: Software and Information Industry Association. "…when teachers are learning to integrate technology into their classroom, the most important staff-development features include opportunities to explore, reflect, collaborate with peers, work on authentic learning tasks, and engage in hands-on, active learning." Schacter, J. (1999).

The constructivist bent of the Intel training aligns well with the research of Becker, J.H., and Riel, M.M. (2000). Teacher professional engagement and constructivist-compatible computer use, Center for Research on Information Technology and Organizations. Retrieved September 23, 2002, online http://www.crito.uci.edu/tlc/findings/report_7/startpage.html

This report describes a number of aspects of the professional engagement of American teachers. It also examines relationships between professional engagement and teaching practice, including instruction involving computer use. In this context professional engagement involves collaboration of teachers within and across schools. This matches up strongly with the emphasis on collaboration in our district Strategic Plan. Teachers at all our sites have regular and substantial time set aside for collaboration, including collaboration on technology integration.

Using network folders on district and site servers, our teachers routinely share documents and presentations made with technology. Literally hundreds of these

electronic presentations are made available to students on the Web via school websites. Many teachers post their assignments online and some post daily grades.

Professional engagement also includes conference presentations. One teacher who was the LEA contact for the Intel program and the Project Director for the Digital High School Program at one high school made notable contributions in presentations made at CTAP Region 4 and had a role in catalyzing a successful online commercial math website, which initially was developed in conjunction with one of our high school math departments.

Teacher professional development has continued under the auspices of the Alameda Adult School, which has created several popular courses. Other teachers have taken online courses including those offered by CTAP Online. CTAP Online matches up against the design elements for high quality professional development as outlined in the *Designs for Learning*. *Designs for Learning* was developed by the California Professional Development Reform Initiative, which was sponsored by the California Department of Education with support from the California Professional Development Consortia, the Center for the Future of Teaching and Learning, the California Staff Development Council, and the New Teacher Center. http://www.cde.ca.gov/pd/ps/te/designs4lrng.asp

Teacher participation in technology use received a huge boost in 2004 when the district, using Measure C funds, provided all teachers with new computers and Outlook based email accounts. Shortly afterward the district moved all attendance taking online, using SASI CLASS XP, and shortly after that progress report, quarter, and semester grades were required to be posted on CLASS XP as well. This familiarized technology late adopters with technology tools and encouraged nearly full participation by district teachers.

Our plan is influenced by the work of Marzano, R, Pickering, D., and Pollock, J. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Virginia: Association for Supervision and Curriculum Development. This book summarizes the research supporting a variety of instructional strategies with proven successes in improving student achievement. The research-based strategies include 1) identifying similarities and differences; 2) summarizing and note-taking; 3) reinforcing effort and providing recognition; 4) homework and practice; 5) nonlinguistic representations; 6) cooperative learning; 7) setting objectives and providing feedback; 8) generating and testing hypotheses; and 9) cues, questions, and advance organizers.

Technology helps us implement these strategies. Student Internet research provides engaging ways to apply these strategies. Simulation software allows students to generate and test hypotheses quickly and efficiently. Using presentation software to organize information, coupled with using a printed copy of the presentation to assist in note-taking skills, helps students to better identify key concepts and summarize critical information.

Computer assisted instruction also plays a role in our Technology Plan. Beginning in 2001 Pearson "Successmaker." was introduced at nearly all of our sites. This software helps customize instruction in Language Arts and Mathematics skills.

Analysis of 500 computer-based instruction studies concluded that computer-assisted instruction and drill and practice software can significantly improve students' scores on standardized achievement tests. Kulik, J.A. & Kulik C.-L. C. (1987a) Computer-based instruction: What 200 evaluations say. Paper presented at the Annual Convention of the Association for educational Communications and Technology, Atlanta, GA. (ERIC Document Reproduction Service No. ED 285 521)

9b. Description of development and utilization of innovative strategies for using technology to deliver rigorous academic courses and curricula, including distance learning technologies.

The Alameda Unified School District utilizes streaming video, virtual labs, and limited distance learning opportunities. We understand the current limitations of our distance learning and video programs and will be exploring additional opportunities as we adopt new curriculum at the middle and high school level over the next several years.

Our high schools have strong college prep and Advanced Placement Programs in science and math. In Statistics and Physics courses technology plays an important role. In both Physics(P), AP Physics and Chemistry the laboratory program is becoming increasingly technology based. Most labs use Vernier Data Collection technology. Students collect data with electronic sensors and analyze the data using Logger Pro and Excel software. The courses are partially inquiry based. Further development of Physics and Chemistry inquiry based instruction is proceeding under a grant from Toshiba America Foundation. Numerous research articles support the use of data collection technology in science instruction:

Arnold, Steve, Pat Taylor and Jacqueline Spencer. "**The Use of Calculator-Based Laboratory Equipment in Teaching Math, Chemistry, and Biology".** Inquiry. 3 Fall 1998, 6-8.

Krajcik, Joseph S. and Layman, John W. "**Microcomputer-Based Laboratories in the Science Classroom**". University of Michigan and University of Maryland. http://www.educ.sfu.ca/narstsite/publications/research/microcomputer.htm

Lapp, Douglas Ph.D. and Dr. Vivan F. Cyrus "**Using Data Collection Devices to Enhance Student Understanding".** Central Michigan University. 2000. http://calcnet.cst.cmich.edu/faculty/lapp/MT2000.pdf
This same paper can be found in Mathematics Teacher. 93 September 2000. 504-509.

Stager, Gary S. "**Empowering Young Mathematicians and Scientists Through Technology".** Curriculum Administrator. October 1998. http://www.stager.org/articles/Mathsciencecafeature.html

Redish, Edward F., Jeffery M. Saul, and Richard N. Steinberg. "**On the Effectiveness of Active-Engagement Microcomputer-Based Laboratories.**" American Journal of Physics. Volume 65. 45 - 54 (1997) http://www.physics.umd.edu/perg/papers/redish/mbl/mbl1.html

Redish, Edward F., Jeffery M. Saul, and Richard N. Steinberg. "**On the Effectiveness of Active-Engagement Microcomputer-Based Laboratories: Part 2.**" http://www.physics.umd.edu/perg/papers/redish/mbl/mbl2.html

Durick, Mary Ann. "**The Study of Chemistry by Guided Inquiry Method Using Microcomputer-Based Laboratories.**" Journal of Chemical Education 78 (2001): 574-575.

Jones, Rebecca B. "**Life before and after Computers in the General Chemistry Laboratory".** Journal of Chemical Education. 77 August 2000. 1085-1087.

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 Requirement (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. **PLAN DURATION CRITERION**	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	**6-7**	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. **STAKEHOLDERS CRITERION** **Corresponding EETT Requirement(s): 7 and 11 (Appendix D).**	**Page in District Plan** **7-8**	**Example of Adequately Addressed**	**Not Adequately Addressed**
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	**8**	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

3. **CURRICULUM COMPONENT CRITERIA** Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	**9**	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.	**11-13**	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.	**14**	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.	**15-21**	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	**21-22**	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.

classroom and the workplace.			

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)	**23-25**	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).	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.
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)	**25-27**	The plan describes or delineates clear goals outlining how students will be educated about Internet safety (as stated in AB 307).	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals.
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.	**27-29**	The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology	**29-34**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan	The plan suggests how technology will be used, but is not specific enough to know what action needs to

to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		for using technology to support the district's student record-keeping and assessment efforts.	be taken to accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	**34-35**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	**35-41**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. **PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA** Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development**.	**42-43**	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development	**46-49**	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for providing teachers and administrators	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will

opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.		with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	**50**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. **INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA** Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.**	**51-54**	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. **Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's**	**54-57**	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	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed

teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.		need to support the implementation of the district's Curriculum and Professional Development Components.	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.**	**57-59**	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. **Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.**	**59-60**	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

6. **FUNDING AND BUDGET COMPONENT CRITERIA** Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
a. **List established and potential funding sources.**	**61-62**	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. **Estimate annual implementation costs for the term of the plan.**	**62-63**	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**		Plan recognizes that equipment will need	Replacement policy is either

replacement policy for obsolete equipment.	**64**	to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	missing or vague. It is not clear that the replacement policy could be implemented.
d. **Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.**	**64-65**	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.	**78**	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.	**78**	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.	**79-80**	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.

8. **EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION** Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or	**81**	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	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.

potential future outreach efforts.)		describes the process used to identify adult literacy providers or potential future outreach efforts.	

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.	**82-84**	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	**82-84**	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.