Technology Plan

Ventura
Unified
School
District

Ventura Unified

July 1, 2013 - June 30, 2016

03/08/2013 (revised 03/14/2013)

This plan is for EETT and E-Rate.

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DISTRICT PROFILE

Ventura is a seaside community of over 107,000 people. Ventura Unified School District was established in 1965, covers 165 square miles and serves over 17,000 students. Ventura Unified School District includes 17 elementary, three traditional middle schools, one 6-8 technology magnet middle school, two comprehensive high schools, one technology magnet high school, one independent study high school, and one continuation high school. The District also provides Pre-K, transitional K and Adult Education programs.

Ventura Unified School District serves a diverse population- 44% White, 49% Latino, 4% Asian, 2% African American, and 1% Native American. Approximately 15% of VUSD students are English Learners with Spanish being the predominant primary language. In addition, over 83% of VUSD students graduate. Over the years, VUSD schools have earned 30 California Distinguished School recognitions, and 5 National Blue Ribbon recognitions among the many honors awarded to VUSD.

MISSION STATEMENT

The Ventura Unified School District will educate all students in safe, healthy and high-performing schools.

WE WILL...

Inspire all students to excel academically,

Honor the unique qualities and diverse backgrounds of all students,

Build supportive relationships,

Guide all students to reach their full potential,

Motivate all students to successfully pursue their chosen life paths, and

Engage all students to become responsible and contributing members of society.

DISTRICT VISION

In the Ventura Unified School District all students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. We demand excellence of ourselves because our supportive community has entrusted us with their children.

TECHNOLOGY VISION STATEMENT

Ventura Unified School District will educate all students in safe, healthy and high-performing schools. All students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. Ventura Unified School District is committed to the belief that all members of the community are living, learning, and working successfully in a digital, communication age.

July 1, 2013 - June 30, 2016

1. Plan Duration

The plan duration is from July 1, 2013 through June 30, 2016. The plan serves as both the District's Educational Technology and the District's eRate Technology Plan.

Stakeholders		
Name	**Position**	**CDS**

 STAKEHOLDERS

The Ventura Unified School District Technology Planning Committee is comprised of District, site, community and business representatives. This committee will remain in place over the duration of the plan to implement, monitor and evaluate the goals and objectives included in the plan. This committee will meet at least on a semi- monthly basis.

The planning process took place from November 2012 through March 2013. A District Planning Committee met to draft recommendations for goals and objectives for curriculum, professional development, infrastructure, funding, and monitoring sections of the plan. Stakeholders collaborated through meetings and emails. Stakeholders designed three separate technology surveys; parents (English and Spanish), teachers, and administration/clerical staff. Surveys were accessible on-line and via hard copies. There were 827 parent responses in English and 105 parent responses in Spanish. These responses came from the on-line surveys, Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and Ventura Neighborhoods for Learning (Vnfl) meetings. There were 430 teacher responses and 61 admin/clerical responses.

ADVISORY COMMITTEE MEMBERS

TEACHERS

Tasnum Sharif, El Camino High School

Beth Harris, DeAnza Academy of Technology & Arts

Brooke Johnson, Pacific High School

Melissa Wantz, Foothill Technology High School

Linda Bergfeld, Ventura High School

Dan Nelsen, Ventura High School

Sebastian DeClerck, Ventura High School

PRINCIPALS AND SITE ADMINISTRATOR

Jennifer Duston, Saticoy Elementary

Kelsi Sims, Sunset K-8 Elementary

Robert Ruiz, Portola Elementary

Marlene McMullen, Loma Vista Elementary

Susan Martinez, Pierpont Elementary

Bonnie Brunsman, Elmhurst Elementary

BUSINESS AND COMMUNITY MEMBERS

Indy Batra, MJP Computers

Steve & Nancy Marks, StarNet Data Design, Inc.

Sabrena Rodriguez, Parent Advisory Council Member

BOARD MEMBER

Velma Lomax

SENIOR MANAGEMENT

Dr. Trudy Tuttle Arriaga, Superintendent

Kathy Asher, Assistant Superintendent, Educational Services

Joseph Richards, Assistant Superintendent, Business Services

DISTRICT OFFICE PERSONNEL

Nancy Barker, Director of Curriculum & Instruction

Mary Cox, Director of Purchasing

Suzan Estrada, Technology Teacher Specialist

Terry Leach, Network & Systems Manager

Troy Leach, Database/Network Analyst

Nancy Brace-Thompson, Computer Support Specialist

3. Curriculum

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

Student Access:

All Schools: All classrooms include one or more network-connected computers for student access. In all, there are about 5,500 computers available for student use. See *Infrastructure Section 5a* for a listing of the typical software available to students. The district has purchased a district-wide license for the assistive technology program, *Word Q,* to provide support for student writing within other technology programs.

Additional hardware access exists at the following schools:

Elementary Schools: Each elementary school has a minimum of 15 laptops which have been distributed for student and teacher use in a classroom/lab setting. Saticoy and Pierpont elementary schools have augmented their mobile capabilities with iPad carts. Student access to computers varies from 1 to 5 times per week, depending on the number of computers available to them in their classrooms or during visits to a lab/media center. Some elementary schools provide after school access to school computers. Some elementary library media centers have student access to computers during school hours 8:00-3:00. Six schools provide after school technology access through afterschool enrichment programs:

- Montalvo and Saticoy provide after school access daily through After School Education and Safety (ASES)
- Sheridan Way and E.P. Foster provide after school access daily through Program Enrichment for After-School Kids (PEAK)
- Mound provides after school access until 4:30pm daily
- Will Rogers provides an after school intervention in the computer lab until 4pm Tuesday & Thursday

Middle schools: Each middle school has a library/multimedia center with a bank of computers for student access. All schools have 100% connectivity in classrooms and additional student computers in most classrooms. Four middle schools have a full set of computers where the technology literacy class is taught. De Anza Academy of Technology and the Arts has a 1:1 initiative in which all students are issued netbooks for integrated use in the classroom as well as at home.

High Schools: Ventura's two comprehensive high schools and the technology magnet high school have incorporated student technology access using computers including thin clients. These computers provide access to all networked curricular software in the schools that assist students with meeting state standards and with needed intervention programs. High school language classrooms have digital audio players (iPODs) for instructional use. High schools hold classes using computer-generated instruction for the California High School Exit Exam mathematics exam both during the day and after school.

Cyber High software in used in the career and media centers at both Buena and Ventura High Schools as a before and after school course allowing students to earn high school credits. (Cyber High is a comprehensive electronic high school that is available to any student with Internet access. The Cyber High curriculum is aligned with the Content Standards and Frameworks of California.) APEX Learning Software is used at El Camino High School and Pacific High School.

Middle and high school library media centers have student access to computers during school hours 8:00 to 3:30 and before and after school.

Staff Access

All teachers have a regular and/or Thin Client computer in their classroom for their use before, during, and after school hours. On these computers, staff have access to Microsoft Office, Q Student Information System (including online grading, attendance, and student records access), and the Internet. Email accounts can be accessed from school and home for communication with parents and colleagues. Some school sites provide staff with laptops which can be taken home for school use. All classrooms and administrative areas have telephone access utilizing Voice Over IP network technology. In all there are about 2,000 telephones. Many teachers maintain class information online utilizing several solutions including the student information system, web pages, Ning networks, Edmodo, and Moodle-based courses.

Classroom presentation systems which typically include a document camera, LCD projector, multimedia computer, printer, and speakers, can be found in many classrooms. All teachers of English language learners at the middle schools have these systems in place in their classrooms. Two high schools use teacher presentation systems for English language learners and foreign language classes. These systems can also be found in a variety of core classes throughout our high schools. More of these multi-media presentation systems are consistently being added each year through grants and other funding opportunities. A limited number (fewer than 40) class rooms also have interactive white boards. Mobile devices are emerging as valuable tools in the education environment; at Foothill Technology High School, staff use iPads and iPad Minis combined with Air Server software to enhance their classroom presentation systems.

Teachers have access to Illuminate Ed, a student assessment system. This program may be used for formative, summative assessments, and data analysis.

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

Administrator Technology Use

Administrators in the District use technology for a variety of tasks. Illuminate Ed (student assessment system) is utilized to assist administrators in making data driven decisions. The Q Student Information System provides additional data for administrators in managing campus activities, programs and monitoring achievement. The latest data from the District Technology Use Survey indicated that these systems are used regularly.

District wide email systems, web sites and ConnectEd are available to support communication between schools, home, the District and community. Administration uses all of the tools listed above on a daily to weekly basis to connect with teachers, parents and students. All employees are able to access a District email account for communication and to aid collaboration.

Teacher Technology Use: Curriculum Planning and Delivery

The degree of technology and curriculum integration at the classroom level varies across the District. Teachers use a variety of technologies to create instructional materials and deliver classroom instruction. Teachers use technology *daily to two days a week* to plan and deliver curriculum. Using the latest data from the District Technology Use Survey, over 89% report utilizing technology for communication and collaboration. Teachers implement LCD projectors and document cameras for instruction and learning on a daily basis in roughly 82% of classrooms.

The Microsoft Office productivity suite is one application included on District computers at school sites. This software suite provides word processing, spreadsheet, and presentation applications for instructional use. Teachers use these applications *daily to two days a week* to develop presentations for student instruction, to collaborate on planning documents, and to analyze data.

District educators are utilizing a number of vendor supplied software programs to guide and impact student learning. Programs such as *Everyday Math* and *SuccessMaker* as well as Renaissance Learning's *Accelerated Reader*, provide personalized math and reading learning paths for elementary and middle school students.   *Learn 360* is utilized in most VUSD schools for video streaming to provide curriculum aligned digital video content and resources for both home and school access. Many of the District textbook adoptions include digital content and assessment resources as well. Some teachers integrate these resources daily in class activities, practice, and homework.

Teachers of special needs students also utilize a wide variety of technology such as *Word Q* to make learning more accessible. Students who require academic intervention receive additional support utilizing specialized software such as *SuccessMaker* and *Waterford.*

Teacher Technology Use: Data Management Currently most elementary teachers use Illuminate Ed to evaluate and track student achievement data. Illuminate Ed is also used by teachers in the secondary level for ELA, Math, Science, and Social Science. The data in Illuminate Ed helps teachers guide instruction in the classroom and at grade level meetings. It provides up-to-date information on student achievement on State, District and curriculum-based assessments.

The Q Student Information System provides all teachers with student data. At the middle and high school levels, teachers use Q Student Information System to manage student grades. Q Student Information System provides teachers with data on grades, attendance, previous cumulative records, test scores, and home information. Combined with the data from Illuminate Ed this enables teachers to view all aspects of a student's academic profile in both the current and previous years. Q Parent Connection informs parents of student progress.

2012-2013 completes the transition to online report cards for K-5. All K-5 teachers have been trained and use Q Student Information System for report cards.

District teachers report using email for communications with parents, students, colleagues and administrators; most teachers use email to communicate daily. According to the District Technology Use Survey, email and the Q Student Information System are vital components to maintain open lines of communication. Teachers use these tools to communicate with parents regarding missing assignments and class/school announcements as well as keeping administrators updated on classroom and school issues. In addition to the District-provided communication resources, many teachers are beginning to implement free Web 2.0 resources for classroom and home school communications; such as Edmodo and Google Docs.

Student Technology Use

Currently, VUSD has two magnet schools that emphasize the use of technology in their programs.

De Anza Middle School, opened in Fall 2010 as De Anza Academy of Technology and the Arts (DATA). Curriculum emphasizes technology literacy, including a one-to-one program that provides netbooks for every student, along with a focus on community service, annual field trips to colleges and universities, and living a healthy, informed lifestyle including a concentration on green technologies and careers education. Project-based learning with community presentations at the end of the year and a focus on preparing students for a global society are emphasized. As the first wireless campus in the district, DATA offers a variety of lessons that facilitate learning, reflecting, and collaborating in new ways.

Foothill Technology High School (FTHS) is home to 1,000 public school students in grades 9-12. It was established in 2000 and is one of five high schools in the Ventura Unified School District. In November 2012, FTHS was named a National Blue Ribbon School by the U.S.. Department of Education for the second time. It is also an AVID National Demonstration School. The mission of FTHS is to encourage an environment in which inquiry is welcomed and learning has continuity and relevance. The goal is for all students to be prepared to compete and excel in the technologically advanced world of tomorrow. FTHS is a magnet school where students enroll through a random and unbiased lottery process. A rigorous college prep curriculum focuses on the career paths of communications, technology, and health sciences.

At FTHS, technology is more than a tool; it is integral to instruction and learning. The campus is wireless and students are encouraged to bring their own wireless devices. The computer to student ratio is approximately one computer for three students. Computers are available in common areas, teaching labs and the Media Center. Each classroom has a teacher presentation station that can share DVD, video, and Power Point presentations via a ceiling mounted multimedia projector. IPads and iPad Minis have been introduced this year both for instruction and for student-centered learning. The iPads are being used as interactive whiteboards through wireless mirroring via teacher PCs. Apps currently utilized include *Pages, Explain Everything, Doceri, Nearpod, iAnnotate, Socrative, Trello, Google Earth, Inspiration Maps, Simple Mind, Notes Plus, Script Calculator*, and a variety of fitness apps. All incoming students take

Education in the Digital Age to learn basic technology applications. This year, EDA students are being instructed in how to use Google Apps in addition to the Microsoft Suite.

Secondary students throughout the District use computers at school/home to access Q Student Connection for assignments and grades. Elementary and secondary students use school computers to access resources, create presentations, research and engage in problem solving. These assignments will vary depending upon the grade level and subject area. Some teachers encourage students to utilize a variety of software to enhance their learning. *SuccessMaker,* Renaissance Learning's *Accelerated Reader*, *Rosetta Stone*, *Learn 360*, as well as other programs are available for student use. Students use Web 2.0 tools, such as Google apps to collaborate and share content, Edmodo and Kidblog to communicate and develop writing skills. Examples of software used to support multimedia projects include Prezi andPowerPoint, iMovie, and Windows MovieMaker and Photoshop.

Teachers are encouraged to provide parents with access to online resources, including *Everyday Math*, Pearson *Successnet Science*, and Renaissance Learning's *Accelerated Reader*.

3c.   Summary of the district's curricular goals that are supported by this tech plan.

Ventura Unified School District will educate all students in safe, healthy and high-performing schools. All students will receive an exemplary and balanced education fostering a lifelong passion for learning and engagement. Ventura Unified School District is committed to the belief that all members of the community are living, learning, and working successfully in a digital, communication age.

District Performance Goals (LEA Plan)**Performance Goal 1:   *All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.***

Planned Improvement in Student Performance in Reading

Goal: *Ventura Unified School District will meet the Annual Measurable Objectives set forth by NCLB in English Language Arts.*
  - **Increased access to technology** (Planned improvement #4 from LEA plan). Expand the use of technology and targeted use of Renaissance Learning's *Accelerated Reader* and *SuccessMaker* in elementary and middle schools, *Scholastic Reading Inventory* and CAHSEE aligned instructional models in high school

Planned Improvement in Student Performance in Mathematics

Goal: *Ventura Unified School District will meet the Annual Measurable Objectives set forth by NCLB in Mathematics.*

- **Increased access to technology** (Planned improvement #4 from LEA plan). Expand access to computers and school wide use of math programs such as *SuccessMaker* in elementary and middle schools and CAHSEE aligned instructional models in high school.
- **Staff development and professional collaboration** (Planned improvement #5) aligned with standards-based instructional materials.
- Professional development for Illuminate Ed.

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

Planned Improvement in Student Performance for English Language Learners

Goal: *Ventura Unified School District will, at a minimum, meet the CDE/NCLB proficient percentage for this subgroup.*

- Improve the instruction of English learners by:
    - Providing for the acquisition or development of English language skills through educational technology and instructional materials
    - By providing teachers with access to electronic networks for materials, training, and communication
- Intensified Instruction – EL students with the greatest ELD/academic needs will receive intensified instruction through block classes at the middle and high school levels, supplemental tutoring, curriculum and/or technology support during the school day.
- Teachers utilize Illuminate Ed and Q Student Information System to access individual and group data.
- Title III funds are used to purchase software, such as *SuccessMaker*, *Waterford*, *Imagine Learning* and *Rosetta Stone*, to support ELD instruction and academic goals for English learners. Title III funds will also be used to provide the training needed to incorporate technology-based programs into ELD instruction. Funds will also be used to sustain programs such as *Word Q* to give EL students better access to reading and writing.

Performance Goal 3:   *All students will be educated in learning environments that are safe, healthy, and high-performing.*

Goal: *Ventura Unified School District will provide a safe, healthy, and high-performing learning environment for all students.*

- School Environment:
    - Surveillance cameras at some locations (secondary) schools only.
    - Communication technology upgrades such as landline phones in classrooms, cell phones, and laptop computers are used to increase accessibility for urgent and emergency needs.
    - Technology support includes Q Parent Connection and Q Student Information System so that health concerns, attendance, truancy, and homework information are available on-line. Resource and data analysis is also available on the district website.
    -
- Learning Environment:

- Part D funds are aligned with the LEA goals of the district and support the professional development for Illuminate Ed and instructional software.

Ventura Unified School District recognizes that students must pass the California High School Exit Exam (CAHSEE) to be eligible for a high school diploma. The test is initially given to students in the tenth grade. VUSD gives students numerous opportunities to pass the test during their sophomore, junior, and senior years. In addition, teachers and administrative staff practice the early identification of and intervention on behalf of students who exhibit warning signs and/or behavioral traits that may lead to dropping out of school. Intervention strategies used to promote attendance and reduce dropout rates include monitoring CAHSEE test results and performance, monitoring credit completion rates, Advisory Periods at the secondary schools, CyberHigh (credit recovery program), parent conferences, counseling, independent study, concurrent enrollment in adult education school, and referral to a continuation high school. Understanding that the needs of each student are different, administrators, counselors, and teaching staff continue their efforts to discover successful solutions to help students complete their high school program.

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

The goals presented in this section align with the District's curricular goals, academic content standards, and comprehensive planning documents. Furthermore, the goals support the District's preparation for the adoption and implementation of the Common Core State Standards which place a strong emphasis on technology integration throughout every strand. Our District goal is to have students performing at or above grade level proficiency and become college and career ready. Teachers will use a variety of technology application such as *Learn 360* and *Khan Academy* to help students become proficient in ELA and Math.   Teachers will use technology designed for intervention for students who score below proficient.

The effective use of educational technology, integrated into our district's standards-based curriculum, will improve the academic achievement of our students. Student learning needs will be addressed by integrating technology use into the day-to-day teaching and learning activities associated with our district's adopted curriculum. This will help students become proficient in key curriculum content standards. Students will also have more opportunities to use technology in project-based learning and to acquire the technology skills they will need as they progress from one grade to the next.

Goal 3d.1: Technology will be integrated at each grade level to develop 21st century information literacy skills.

Objective 3d.1.1: By June 2016, 75% of teachers will use digital tools as addressed in the Common Core State Standards (CCSS) for each grade level.

Benchmarks:
- Year 1: By June 2014, 35% of teachers will use digital tools as addressed in the CCSS and associated assessments to support the acquisition of 21st century literacy skills.
- Year 2: By June 2015, 55% of teachers will use digital tools as addressed in the CCSS and associated assessments to support the acquisition of 21st century literacy skills.
- Year 3: By June 2016, 75% of teachers will use digital tools as addressed in the CCSS and associated assessments to support the acquisition of 21st century literacy skills.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Implement CCSS by analyzing standards, develop road maps and pilot assessments at all schools throughout the district.	Fall 2013 and quarterly thereafter.	Director, Curriculum & Instruction, Director, Student Performance, Director, Bilingual Programs, Common Core State Standards Steering Committee, Common Core State Standards Implementation Committee, Site Principals, ELA, Math & Technology Curriculum Teacher Specialist, Teachers	Assessment calendars, Meeting agendas, Classroom observations	Classroom observations, site visitations by committee members and principals
Implement Common Core State Standards K-12 by developing common formative assessments using Illuminate Ed.	Fall 2014 and quarterly thereafter.	Director, Curriculum & Instruction, Director, Student Performance, Director, Bi-lingual Education, Common Core State Standards Steering Committee, Common Core State Standards Implementation Committee, Site Principals, ELA, Math and Technology Curriculum Teacher Specialist, Teachers	Classroom observations, site visitations by committee members and principals. Results analyzed by teachers and principals to inform instructional planning and delivery.	Assessment calendars, Meeting agendas/sign-in sheets, classroom observations
Review reports to determine teacher use of Illuminate Ed for common assessments.	Fall 2014 and quarterly thereafter.	Assistant Superintendent of Educational Services, Director, Curriculum & Instruction,	Track percentage of teachers using common assessments in Illuminate Ed.	Illuminate Ed reports.

Objective 3d.1.2: The District will utilize a learning management system (LMS) to provide more opportunities for blended learning.

Benchmarks:

- Year 1: 2013-2014, the District Technology Committee will review various Learning Management Systems and recommend a LMS for pilot schools.
- Year 2: 2014-2015, pilot schools implement LMS and make recommendations to the district technology committee.
- Year 3: 2015-2016 ongoing. Students will be provided an opportunity to participate in a blended online learning environment.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Create a District-wide committee representing all grade levels that will research alternative platforms using CLRN resources.	2013-2014 School Year	Director of Curriculum & Instruction, ELA/Math Teacher Specialists, Technology Curriculum Teacher Specialist, Chief Technology Officer, Assistant Superintendent of Educational Services	Committee agendas, minutes,attendance roster	Report findings at the District Technology Committee meeting
Identify learning management systems, asynchronous and synchronous.	Fall 2013 ongoing	Chief Technology Officer, Director, Curriculum & Instruction, District Technology Committee, Technology Curriculum Teacher Specialist	Present to District Technology Committee for recommendations	District Technology Committee feedback
Identify high quality online/blended courses and content through CLRN and other resources.	Fall 2015 ongoing	Director, Curriculum & Instruction, District Technology Committee, Technology Curriculum Teacher Specialist	Present to District Technology Committee and Educational Services for recommendation	District technology and Educational Services recommendations
Train pilot group in best practices for blended/online learning.	Fall 2015 ongoing	Director, Curriculum & Instruction, District Technology Committee Technology Curriculum Teacher Specialist	Training agendas, sign in sheets	Training agendas, sign in sheets
Begin online courses with pilot schools.	Fall 2015 ongoing	Director, Curriculum & Instruction, Chief Technology Officer, District Technology Committee, Site Administrators for pilot sites, Technology Curriculum Teacher Specialist, Pilot teachers	Results analyzed by Educational Services leadership and pilot teachers to influence planning	Analyze LMS reports to direct planning

Provide professional development for all teachers on the selected alternative platforms.	2015-2016 School Year	Director of Curriculum & Instruction, ELA/Math Teacher Specialists, Technology Curriculum Teacher Specialist, Chief Technology Officer, Assistant Superintendent of Educational Services,teachers, principals	Committee agendas, minutes,attendance roster, teacher input	Report findings at the District Technology Committee meeting, classroom observations, and teacher surveys
Roll out new courses and expand LMS opportunities to additional district sites.	Fall 2016 ongoing	Director, Curriculum & Instruction, Site Administrators, District Technology Committee, Technology Curriculum Teacher Specialist	Results analyzed yearly by District Technology Committee, site principals and staff to influence planning	Results analyzed yearly by District Technology Committee, site principals and staff to influence planning

Goal 3d.2: All students will use technology to support their mastery of academic standards as they prepare for college and career readiness.

Objective 3d.2.1: Implement technology to support mastery of academic content standards in English Language Arts and Mathematics.

Benchmarks:
- Year 1: By 2014 students will utilize technology to advance their mastery of content standards at least 10% of the school day.
- Year 2: By 2015 students will utilize technology to advance their mastery of content standards at least 15% of the school day.
- Year 3: By 2016 students will utilize technology to advance their mastery of content standards at least 20% of the school day.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide on-line resources to support elementary, middle and high students using Everyday Math, Renaissance Learning Accelerated Reader, Khan Academy, Edmodo, Holt, Pearson SuccessNet, SuccessMaker, Waterford, Carnegie, Apex, and GeoGebra.	Fall 2013 through June 2016	Director, Curriculum & Instruction, Director of Student Performance, Director of Bi-lingual Education, Site administrators, Technology Curriculum Teacher Specialist, Math and ELA teacher specialists, Teachers	Quarterly review by Educational Services Department and Technology Planning Committee	Data provided by online programs. Benchmark progress. Results analyzed by teachers and principals to inform instructional planning and delivery. Online reports, benchmark data reports, teacher observation

Objective 3d.2.2: By June 2016, 75% of teachers will use technology to support the development and implementation of standards based common formative assessments.

Benchmarks:
- Year 1: By June 2014, 50% of teachers will engage in quarterly or trimester analysis of benchmark data through the use of Illuminate Ed and engage in discussions and collaborate on lesson development incorporating standards based common formative assessments.
- Year 2: By June 2015, 60% of teachers will engage in professional development to analyze and create standards based common formative assessments utilizing Illuminate Ed.
- Year 3: By June 2016, 75% of teachers will engage in professional development to analyze and create standards based common formative assessments utilizing Illuminate Ed.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Develop professional development opportunities in the use of Illuminate Ed for K-12 teachers.	2013-2014 School year	Director, Curriculum & Instruction, Director, Student Performance, Director, Bilingual Education, ELA and Math Teacher Specialists, Site Principals,	Professional development agendas, sign-in sheets	Agendas, attendance rosters
Provide ongoing professional development in using Illuminate Ed to create common core state standards assessments.	2014-2015 ongoing	Director, Curriculum & Instruction, Director, Student Performance, Director, Bilingual Education, ELA and Math Teacher Specialists, Site Principals, Teachers	Meeting agendas, workshop training sign-in sheets	Illuminate Ed system reports for teacher created assessments
Review data reports from Illuminate Ed that indicate the creation and use of common formative assessments	2015-2016 ongoing	Director, Curriculum & Instruction, Director, Student Performance, Director, Bilingual Education, ELA and Math Teacher Specialists, Site Administrators, Teachers	System reports, site meeting agendas, grade level collaboration meetings	Sign-in sheets, classroom observation, system reports

Goal 3d.3: English Language Learners will use technology to support their academic achievement in ELA on state assessments.

Objective 3d.3.1: By June 2016, teachers will be trained in the use of technology to support instructional delivery for English learners.

Benchmarks:
- Year 1: By June 2014, 50% of teachers with English language learners will use technology for instructional delivery.
- Year 2: By June 2015, 60% of teachers with English language learners will use technology for instructional delivery.
- Year 3: By June 2016, 75% of teachers with English language learners will use technology for instructional delivery.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Create a plan to provide professional development in the use of technology to support instructional delivery.	2013-2014 School year	Director, Curriculum & Instruction, Director, Student Performance Director, Bi-lingual Education, Bilingual and ELD Teacher Specialist, Site Administrators	Director of Bi-lingual Education and staff will work with EL teacher liaisons for feasibility of plan.	EL teacher liaison feedback
Implement professional development plan for the use of technology to support instructional delivery.	2014-2015 ongoing	Director, Curriculum & Instruction, Director, Student Performance, Director, Bi-lingual Education, Bi-lingual and ELD Teacher Specialist, Technology Curriculum Teacher Specialist, Site Administrators	Evaluation forms, attendance rosters, classroom observations	Evaluation forms
Adjust professional development plan to accommodate more effective technology.	2015-2016 ongoing	Chief Technology Office, Director, Curriculum & Instruction, Director, Student Performance, Director, Bi-lingual Education, District Technology Committee, Bi-lingual and ELD Teacher Specialist, Site Administrators	Director of Bi-lingual Education, Bi-lingual Education staff and EL teachers	Evaluation forms

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

The National Educational Technology Standards (NETS) will be the basis of skills students are required to learn at each grade level and are taught within the context of English‑Language Arts, Mathematics, Science, History, and Visual and Performing Arts. In order to succeed in school, life, and work in the 21st century, students need to master a wide range of technology skills. The following goals and objectives will help guide the district in the implementation of instruction to help students acquire technology and information literacy skills needed to succeed in the classroom and workplace.

Goal 3e.1: All students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Objective 3e.1.1: All students will learn in a technology-rich environment that supports a standards-based curriculum and encourages the responsible, appropriate use of technology to communicate, solve problems, create, integrate, evaluate and manage information.

Benchmarks:
- Year 1: By June 2014 - Develop and implement a NETS plan of grade level expectations, objectives, and competencies. Create a grade 3-8 district technology assessment to measure student achievement.
- Year 2: By June 2015 50% of students in grades 3-8 will demonstrate proficiency on the District technology assessment.
- Year 3: By June 2016 75% of students 3-8 will demonstrate proficiency on the district technology assessment.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Collaborate with Ventura County CTAP, technology curriculum teacher specialist and teachers to plan the K-8 NETS curriculum including grade level expectations and objectives.	Spring 2013 ongoing	Director, Curriculum & Instruction, District Technology Committee, Technology Curriculum Teacher Specialist, Site technology teachers	Collaboration meetings, monthly, starting Spring 2013 until objectives are created	District technology assessment
Train teachers on curriculum and objectives.	Fall 2014 ongoing	Director, Curriculum & Instruction, Technology Curriculum Teacher Specialist, Site administrators Teachers	Staff meetings, online resources, sign-in sheets	Attendance logs, staff meetings, trainings
Create district technology proficiency assessments.	Fall 2014	Director, Curriculum & Instruction, Technology Curriculum Teacher Specialist, District Technology Committee	Present recommendations to district technology committee for adoption	Agenda, completion of assessments

Implement Assessment	Fall 2015	Director, Curriculum & Instruction, District Technology Committee, Technology Curriculum Teacher Specialist	Assessment system reports	Assessment system reports
Meet to review assessment results and discuss curriculum modifications based on assessment data.	June 2015	Director, Curriculum & Instruction, District Technology Committee, Technology Curriculum Teacher Specialist	District technology committee meeting agenda and minutes	District Technology Committee meeting sign-in sheet
Revisit and modify curriculum after administration of district technology assessment.	August 2015 ongoing	Director, Curriculum & Instruction, District Technology Committee, Technology Curriculum Teacher Specialist, Site technology teachers	Data from district technology assessment and classroom observations.	Data reports from the assessment, teacher surveys, and classroom observations.

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use

California Technology Assistance Project has developed a collection of Internet training resources including PowerPoint presentations, games, and handouts for workshops. Ventura Unified School District will be using the California Technology Assistance Project website as well as offering professional development trainings at school sites throughout the district addressing plagiarism, piracy, and acceptable use.

http://www.myctap.org

Goal 3f.1: The District will address the appropriate use of information technology in the classroom so that students and teachers can distinguish ethical and lawful uses from unethical and unlawful uses.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide professional development opportunities to K-12 teachers on the CTAP digital citizenship adopted curriculum.	Fall 2013	Director, Curriculum & Instruction, District Technology Committee Technology Curriculum Teacher Specialist Teacher	Staff development opportunities for digital awareness during monthly staff meetings	Site meeting sign-in sheets. Training documents, attendance logs

Provide parents with resources for the appropriate use of information technology.	August 2013 ongoing	Director, Curriculum & Instruction, Chief Technology Officer, Assistent Superintendent Educational Services, Site Principals, Teachers	Provide parent workshops and resources on district and site websites and through Q Parent Connection	Sign-in sheets, agendas and minutes from parent meetings, Communication/documentation/records.
Student assessment of proficiency.	Spring 2014 ongoing	Director, Curriculum & Instruction, Assistant Superintendent Educational Services, District Technology Committee, Site Administrators	Student assessment data results, Classroom observations	Reports, classroom observations, student surveys

3g. 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)

The district's objective is to implement universal Internet awareness, cybersafety and cyberbullying information/curriculum for all parents, teachers, and students. Part of the district curriculum will include lessons on Internet safety for students and teachers. Students will be taught how to recognize unsafe situations on the internet including recognizing and avoiding on-line predators.

Goal 3g.1: The District will address Internet safety by training all students and teachers to protect online privacy and avoid online predators.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Disseminate information about the California Technology Assistance Project's curriculum for digital citizenship K-12.	June 2013 ongoing	Director, Curriculum & Instruction, Assistant Superintendent Educational Services, District Technology Committee, Technology Curriculum Teacher Specialist	Staff meeting agendas	Meeting minutes, sign-in sheets
Provide professional development to K-12 teachers on cyber citizenship adopted curriculum.	August 2013 ongoing	Director, Curriculum & Instruction, Technology Curriculum Teacher Specialist, Site Administrators	Training documents and meeting agendas	Meeting minutes, sign-in sheets, surveys

Provide parent resources/workshops.	Fall 2013 ongoing	Director, Curriculum & Instruction, Chief Technology Officer, District Technology Committee, Technology Curriculum Teacher Specialist, Site Principals	Training documents, agendas, sign-in sheets	Meeting minutes, sign-in sheets, and surveys
All students will receive instruction on appropriate use of information technology.	August 2013 ongoing	Director, Curriculum and Instruction, Technology Curriculum Teacher Specialst, Site Administrators, Teachers	Student assessment of proficiency in understanding selected curriculum	Report data, student survey, classroom observation

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

Ventura Unified School District advocates for fair and equitable use of technology and support of technology for all learners at all schools. All assistive technologies detailed in the Individualized Educational Plan will be honored. User-friendly accessories such as voice recognition or specially designed keyboards will be utilized as appropriate.

Intervention/Special Education:
- Assistive technologies are available in the schools to students with identified special education needs to continue to support and strengthen universal access.
- Simple adaptations such as trackballs to very sophisticated applications like head-driven mice and augmentative communication devices and software are available
- Data from the student information system and Illuminate Data Management system for Educators is used to select student for intervention.

English Language Learners:

English Language Learners have use of technology to access core content curriculum. Teacher multi-media presentation systems (hardware includes LCD, document camera, and laptop) for English Language Learners can be found in a variety of core classes.

In addition to the after-school enrichment programs outlined in 3a, the District partners with the Boys and Girls Club, YMCA, and public libraries to extend access to technology for students outside regular school hours.

The District achieves Child Internet Protection Act (CIPA) compliance through the use of a web filtering appliance to block access to inappropriate web sites. The student acceptable use policy was last updated on 6/26/2012.

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

Ventura Unified School District Q student information system allows teachers, parents and students to enter a secure, password protected site to access current student information including attendance, grade books, assignments, health records and email links. This information improves the home to school connection. Ongoing training is provided to staff in the use of this system. Parent training classes will continue to be offered during evening hours at specific school sites as needed. Additionally, Illuminate Ed is used to monitor academic progress.

The District Technology Committee will continue to monitor progress towards these goals, evaluate their effectiveness, and modify them as necessary.

Goal 3i.1: The District will expand district wide use of Illuminate Ed by teachers.

Objective 3i.1.1: Expand District wide use of a Illuminate Ed by teachers.

Benchmarks:
- Year 1: By June 2014, 75% of teachers in core academic subjects (ELA, Math, Science, Social Science) will utilize Illuminate Ed to scan and analyze assessment data to make instructional decisions.
- Year 2: By June 2015, 85% of teachers in core academic subjects (ELA, Math, Science, Social Science) will utilize Illuminate Ed to scan and analyze assessment data to make instructional decisions.
- Year 3: By June 2016, 100% of teachers in core academic subjects (ELA, Math, Science, Social Science) will utilize Illuminate Ed to scan and analyze assessment data to make instructional decisions.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide professional development to teachers on using Illuminate Ed to develop, score, and analyze state(CAHSEE)and standards-aligned assessments.	August 2013 ongoing	Director, Curriculum & Instruction, Math Teacher Specialists, ELA Teacher Specialist, Site Administrators, Teachers	Site administrators will pull school site benchmark reports from Illuminate Ed. Training logs will be kept to monitor teacher training participation.	Meeting agendas, Sign-in sheets
Review Illuminate Ed reports to analyze assessments administered.	August 2014 ongoing	Director, Curriculum & Instruction, Math Teacher Specialists, ELA Teacher Specialist, Site Administrators,	Statistical reports from the Illuminate Ed system.	Illuminate Ed data usage reports

Goal 3i.2: All administrators and teachers will access and use Q Student Information System to manage student achievement for efficiently.

Objective 3i.2.1: By June 2016, 100% of teachers will use Q Student Information System to enter student grades electronically and manage student achievement information more efficiently.

Benchmarks:
- Year 1: By June 2014, 80% of teachers will use Q Student Information System to enter student grades electronically and manage student achievement information more efficiently.
- Year 2: By June 2015, 90% of teachers will use Q Student Information System to enter student grades electronically and manage student achievement information more efficiently.
- Year 3: By June 2016, 100% of teachers will use Q Student Information System to enter student grades electronically and manage student achievement information more efficiently.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Ensure that all teachers have access to Q Student Information System.	2013-2014 School year	Chief Technology Officer, Director, Curriculum & Instruction	Technology Department system reports	Technology Department system reports
Training on Q Student Information System will be provided for all staff on an ongoing basis.	2014-2015 School year	Director of Human Resources, Chief Technology Officer, Technology Curriculum Teacher Specialist, Site Administrators	Records of System Usage Records of teachers who enter student grades and manage student achievement information online	System reports

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

The following goals and objectives are to help guide the implementation of technology to make teachers and administrators more accessible to parents. These goals and objectives will be monitored quarterly by the District Technology Committee to evaluate their effectiveness and modified as needed.

Goal 3j.1: Administrators, teachers, and support staff will utilize a variety of technologies, such as Connect Ed, Q Student Information System, site and teacher websites, curriculum embedded support systems, and email to increase two-way communication with staff, students, parents, and the community-at-large.

Objective 3j.1.1: Administrators, teachers, and support staff will utilize a variety of technologies, such as Connect Ed, Q Student Information System, site and teacher websites, curriculum embedded support systems, and email to increase two-way communication with staff, students, parents, and the community-at-large.

Benchmarks:
- Year 1: By June 2014, 100% of elementary school parents will be issued a Q Parent Connection login and password to access student attendance, contact information, report cards, and transcripts. By June 2014, 30% of all teachers will maintain up-to-date classroom websites which include information about curriculum, assignments, and resources related to their course. By June 2014, 100% of secondary teachers will utilize Q Student Information System to publish classroom assignments, news, and grades.
- Year 2: By June 2015, 50% of all teachers will maintain up-to-date classroom websites which include information about curriculum, assignments, and resources related to their course. By June 2015, 100% of secondary teachers will utilize Q Student Information System to publish classroom assignments, news, and grades.
- Year 3: By June 2016, 70% of parents will access Q Parent Connectiion to access student attendance, contact information, report cards, and transcripts. By June 2016, 60% of all teachers will maintain up-to-date classroom websites which include information about curriculum, assignments, and resources related to their course. By June 2016, 50% of all elementary teachers will utilize Q Student Information System to inform parents about classroom news and assignments.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Elementary teachers will distribute parent logon information at fall parent conferences.	Fall 2013 ongoing	Chief Technology Officer, Site Administrators, Teachers	Student Information System technology staff will monitor parent account creation and logons.	Student Information System data reports
Professional development opportunities will be offered in website creation and support throughout the school year.	August 2013 ongoing	Director, Curriculum & Instruction, Site administrators Technology Curriculum Teacher Specialist, Teachers	Site administrators will monitor classroom websites on a quarterly basis	Sign in sheets and number of websites developed and maintained regularly
Review statistical reports in Q Student Information System for parent login activity.	Fall 2013 ongoing	Chief Technology Officer	Statistical reports from Q Student Information System	Statistical reports from Q Student Information System

District will maintain an e-mail system for all staff to communicate with parents and students.	June 2013 ongoing	Chief Technology Officer	System reports	System reports, annual parent survey data

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.

Each sub section (3d-3j) has the monitoring and evaluation activities embedded however, the Director of Curriculum and Instruction will evaluate and monitor the overall progress of the Curriculum section. The Director of Student Performance will provide an analysis of data which shows state testing result improvement, CAHSEE pass rates and CELDT test results.

The Director of Curriculum and Instruction will report the findings to stakeholders and make modifications to the plan as necessary.

The District Technology Committee will meet monthly to review and monitor progress on annual benchmarks. This will allow the evaluation of whether or not the implementation plan has been effective and allow for modification of the plan.

The monitoring and recommendations from meetings will be reflected in the agenda and annual report.

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

Ventura Unified School District has been supporting new technology efforts with professional development opportunities for all administrators and teachers. The district continues to use a train-the-trainer model by offering training to a small group of teachers from each site that in turn provide training and support on site for the rest of the staff.

This section begins by providing a summary of the teachers' and administrators' current technology skills and their needs for professional development. The needs assessment was given in the form of a survey in February 2013. The remainder of the section lays out the professional development driven technology goals that will guide planning and implementation for the duration of this plan and includes the monitoring progress on annual benchmarks.

The goals presented in this section support curriculum goals. Objectives include providing teachers with trainings such as differentiated professional development, online professional development, webinars, and additional support from their administrators and peers.

Site Administrators' Current Technology Skills

Administrators' technology expertise varies from intermediate to advanced stages. Per the Administrator Survey, 100% of administrators regularly communicate via e-mail with parents and staff. Most administrators are highly proficient in working with Word and PowerPoint, but vary widely in their proficiency with Excel. They recognize the importance of placing technology resources in the hands of our teachers and students.

Site Administrators' Professional Development Needs

The majority of our administrators cited the need for professional development to support the teachers in the integration of technology into the curriculum and in using technology to monitor and analyze student academic progress in all areas of the curriculum. The district recognizes the need to have all administrators participate in professional development opportunities via monthly principal meetings whenever possible, through webinars, face-to-face professional development, and asynchronous and synchronous virtual opportunities in order to develop knowledge on technology integration into the curriculum and to assist teachers in the best practice of data analysis regarding the academic achievement of their students. Administrators are encouraged to attend professional development opportunities offered through the District Staff Development program as well as any Ventura County Office of Education trainings. Administrators receive site-based follow-up training on Illuminate Ed as well as during monthly meetings.

Teachers' Current Technology Skills

All teachers have a computer or laptop that they use regularly for accessing the student information system, Illuminate Ed, email, word processing, and Internet access. All have

network ID's and use server accounts to save personal work. New teachers receive an orientation to the technology resources available to them, including email, Q Teacher Connection (gradebook and attendance) at the beginning of the year.

A staff technology use survey was conducted in the Fall of 2013 and results will be used to create a baseline of skills to inform future professional development offerings. The survey results indicate that most teachers are highly proficient with Microsoft Word, general computer knowledge, email and presentation software. The majority of teachers rate their skills lower in spreadsheet and database skills.

Most teachers indicated they were able to select appropriate technological resources to support, manage, and enhance student learning when those resources are available. The majority of secondary teachers responding to the survey indicated they use computer applications to manage records and to communicate through printed media daily. The majority of teachers responding to the survey indicated they regularly use email to communicate with parents and peers. Many respondants indicated they would be more inclined to use technology if it was faster, newer and more reliable.

Teacher Professional Development Needs

The greatest areas for teacher professional development in support of this plan's curriculum goals focus are on the integration of technology into instruction and on learning to efficiently use technology to analyze student achievement data. This plan will focus on professional development to help teachers enhance their technology proficiency and increase their proficiency in integrating technology into the curriculum.

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

The focus for professional development will be on the successful and deliberate integration of technology into instruction and on learning to efficiently use technology to analyze student achievement data.

Ventura Unified School District currently offers professional development aligned with its vision of college and career readiness for all students through educational experiences grounded in rigor and relevance. Knowing that teacher quality is the most important factor to impact student learning, professional development for teachers becomes the key issue in using technology to improve the quality of learning in the classroom. We also know that site and district administrators need professional development designed to increase their ability to support teachers on their continuous improvement journey.

Teachers will receive professional development and ongoing technical support for implementing digital resources and innovative teaching and learning strategies. Training will include the use of video conferencing, webinars, videos, and the use of social networking. Regular assessments of

student needs and academic performance will be incorporated into the data-driven decision making process that teachers use to select the appropriate learning strategies, techniques, and exercises for each student.

The District Technology Committee will continue to monitor progress towards these goals, evaluate their effectiveness, and modify them as necessary.

Goal 4b.1: Teachers will participate in professional development training to integrate technology into the curriculum to improve student achievement.

Objective 4b.1.1: By June 2016, Staff will receive differentiated (or individualized) professional development based upon their own needs, including their skill level and comfort level with technology.

Benchmarks:
- Year 1: By June 2014, 50% of teachers demonstrate proficiency in their ability to integrate technology into the curriculum to improve student achievement.
- Year 2: By June 2015, 60% of teachers demonstrate proficiency in their ability to integrate technology into the curriculum to improve student achievement.
- Year 3: By June 2016, 75% of teachers demonstrate proficiency in their ability to integrate technology into the curriculum to improve student achievement.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Evaluate and assess teacher staff development needs based on district teacher survey, feedback, and site administrator input.	August 2013 ongoing	Chief Technology Officer, Director, Curriculum & Instruction, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Classroom observation	Survey data, Classroom observation
Provide professional development opportunities based upon assessed needs.	Spring 2014 ongoing	Director, Curriculum & Instruction, Chief Technology Officer, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Professional development calendar developed and then modified/updated as needed	Workshop agendas, survey, participant feedback

Trainings for teachers, administrators, and technology support on the following topics: -Support elementary students with Everyday Math Online -Renaissance Learning for elementary and secondary students -Pearson SuccessNet -Creating and using common assessments in Illuminate -Embedding technology into instruction -How to facilitate learning in an online/blended learning environment. -Provide professional development on Internet safety, privacy, ethics, copyright, and digital citizenship.	Fall 2013 ongoing	Chief Technology Officer, Director, Curriculum & Instruction, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Training attendance logs, teacher feedback via surveys	Workshop agenda, attendance logs, surveys, classroom observation
The district will provide professional development opportunities both synchronous and asynchronous in accessing virtual environments for professional use and student use.	August 2015 ongoing	Chief Technology Officer, Director, Curriculum & Instruction, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Workshop agendas, survey, participant feedback	Workshop agendas, survey, participant feedback
Teachers model, support, promote and use their knowledge to provide and facilitate productive technological experiences that advance student learning, creativity, and innovation both face-to-face and virtually.				
Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating tools and resources to maximize content learning in context.				

Teachers adapt relevant learning experiences to incorporate digital tools, customize and personalize learning activities to address different learning styles and provide students with varied assessments.				
Teachers model, communicate and collaborate with their students, colleagues and school community using current technologies and digital-age media to share and transfer knowledge.				

Objective 4b.1.2: District and site administrators and teachers will be proficient in the use of district supported technologies to improve student achievement, data collection and analysis, reporting, and decision-making.

Benchmarks:

- Year 1: By June 2014, 50% of district administrators and teachers surveyed will rate themselves as proficient on selected sections of the district survey.
- Year 2: By June 2015, 60% of district administrators and teachers surveyed will rate themselves as proficient on selected sections of the district survey.
- Year 3: By June 2016, 75% of district administrators and teachers surveyed will rate themselves as proficient on selected sections of the district survey.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Provide systematic professional development and collaboration time for site administration and teachers to analyze student achievement data, align standards-based instruction, learn and share effective practices in instruction and intervention, including the use of technology.	By June 2014 and ongoing	Director, Curriculum & Instruction, Site Administration ELA & Math Teacher Specialists	Webinars, Wikis, Edmodo discussion forums, etc.	Webinars, Wikis, Edmodo discussion forums, etc.

Schedule and promote workshops to support teachers in their efforts to identify and used web-based tools to integrate them into their standards-aligned curriculum.	By June 2014 and ongoing.	Director, Curriculum & Instruction, Site Administrators, Technology Curriculum Teacher Specialist, Teachers	Meeting agendas, workshop agendas, sign in sheets, website access.	Meeting agendas, workshop agendas, sign in sheets, website access.
Schedule and promote workshops that are delivered to participants using district supported web-based resources	By June 2015 and ongoing	Director, Curriculum & Instruction, Site Administration ELA & Math Teacher Specialists	Staff development feedback surveys, online forum used by staff	Course reports
Administrator and teacher professional development will be based on individual interest and needs, as well as site- based needs, as determined by survey data	June 2016 and ongoing	Director, Curriculum & Instruction, Site Administration ELA & Math Teacher Specialists	Survey in September bi-annually; plan in August annually	Survey results

Objective 4b.1.3: Teachers at all levels will have an understanding of educational technology standards as a rationale for integrating technology into curriculum and instruction.

Benchmarks:

- Year 1: By June 2014 35% of teachers should be able to effectively demonstrate a knowledge of educational technology standards to improve student achievement.
- Year 2: By June 2015, 50% of teachers should be able to effectively demonstrate a knowledge of educational technology standards to improve student achievement.
- Year 3: By June 2016, 70% of teachers should be able to effectively demonstrate a knowledge of educational technology standards to improve student achievement.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Create a needs assessment instrument that follows teacher technology standards and that identifies comfort level and attitude about technology, basic technology use, and level of integration. Use this instrument to determine each teacher's present level of technology use.	August 2013 and ongoing.	Chief Technology Officer, Director, Curriculum & Instruction, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Classroom observation	Teacher evaluation instrument, survey data, classroom observation

Create a list of on-site learning opportunities with goals, objectives and outcomes. Provide opportunities for collaboration and professional development on site.	Spring 2014 and ongoing	Director, Curriculum & Instruction, Chief Technology Officer, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Professional development calendar developed and then modified/updated as needed.	List of on-site learning opportunities, workshop agendas, survey, participant feedback.
Create a list of off-site learning opportunities, conferences, workshops, school visits, distance learning, and video conferences.	Fall 2013 and ongoing	Director, Curriculum & Instruction, Chief Technology Officer, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Training attendance logs, teacher feedback via surveys	List of off-site learning opportunities, workshop agenda, attendance logs, surveys, classroom observation
Provide release time for staff development such as peer-coaching, modeling lessons, team teaching, study groups, shadowing other teachers, developing curriculum, "just-in-time" sessions, and previewing curriculum resources.	Fall 2013 and ongoing	Director, Curriculum & Instruction, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Training attendance logs, teacher feedback via surveys	Workshop agendas, survey, participant feedback.
Provide planning time and workshops for teachers to develop lesson plans that use instructional technology while aligned with curricular goals and frameworks.	Fall 2013 and ongoing	Director, Curriculum & Instruction, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Training attendance logs, teacher feedback via surveys	Workshop agendas, survey, participant feedback.
Teachers at all grade levels will use a variety of instructional technology practices to engage students and improve learning.	Fall 2014 and ongoing	Director, Curriculum & Instruction, Site Administrators, Technology Curriculum Teacher Specialist, ELA and Math Teacher Specialists	Classroom observation	Teacher evaluation instrument, survey data, classroom observation

Goal 4b.2: Staff will have access to online professional development opportunities, such as tutorials, videos, Q&A databanks, discussion forums, and online classes.

Objective 4b.2.1: Online professional development resources (such as Edmodo and video tutorials) will be made available for staff to participate in "on demand" in support of district curriculum goals.

Benchmarks:

- Year 1: By June 2014 at least 20% of staff will access online technology resources as measured by monthly logins.
- Year 2: By June 2015 at least 35% of staff will access online technology resources as measured by monthly logins.
- Year 3: By June 2016, at least 50% of staff will access online technology resources as measured by monthly logins.

Implementation Plan				
Activity	**Timeline**	**Person(s) Responsible**	**Monitoring & Evaluation**	**Evaluation Instrument**
Identify web-based location of materials and resources to support teacher and administrator needs.	By August 2013 ongoing	Director, Curriculum & Instruction, Chief Technology Officer, Technology Curriculum Teacher Specialist, ELA & Math Teacher Specialists	Teacher and administrator access rates.	System reports
Online tutorials and videos researched/created in house.	By June 2014 ongoing	Director, Curriculum & Instruction, Technology Curriculum Specialist, ELA & Math Teacher Specialists	Online tutorials and videos accessed by teachers and administrators.	System reports
Administrators, site administrators, and teachers are trained on accessing online resources.	By June 2014 ongoing	Director, Curriculum & Instruction, Chief Technology Officer, Technology Teacher Specialist, ELA & Math Teacher Specialists, Administrators	Training schedule and sign in sheets.	System reports, sign-in sheets, number of logins.
Discussion forums are implemented.	By August 2014 ongoing	Director, Curriculum & Instruction, Chief Technology Officer, Technology Curriculum Teacher, ELA & Math Teacher Specialists, Administrators	Forums accessed and used by teachers and administrators	Site reports
Online courses are implemented	September 2015 ongoing	Director, Curriculum & Instruction, Chief Technology Officer, Technology Curriculum Teacher Specialist, ELA & Math Teacher Specialists Administrators	Courses are online and in use by teachers and administrators.	Site reports

4c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned activities including roles and responsibilities.

In addition to the monitoring and evaluation activities noted in subsections 4a and 4b, the following process has been developed by the Technology Planning Committee and the District Technology Committee to monitor whether the goals and objectives are being implemented according to the established benchmarks and timelines. This will include the evaluation of whether or not the implementation plans have been effective.

2014 The Technology Committee will produce an annual report documenting the progress against the annual benchmarks in the area of Professional Development.

2015 The Technology Committee will produce an annual report documenting the progress against the annual benchmarks in the area of Professional Development.

2016 The Technology Committee will produce an annual report documenting the progress against the annual benchmarks in the area of Professional Development.

Schools will be encouraged to conduct and share site-based professional development with evidence posted (on a district wiki or Edmodo) and will be asked to submit evidence of their site-based professional development in the form of Google Forms (surveys), which will provide data to the committee for the annual report.

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

Existing Hardware: There are approximately 6,000 networked instructional computers serving Ventura's 19,000+ students and faculty/staff at the following locations:

- 7 Pre-Schools
- 17 K-5 Elementary Schools
- 4 Middle Schools
- 2 Traditional High Schools (Ventura and Buena High)
- 1 Alternative High School (Pacific High)
- 1 Magnet High School (Foothill High)
- 1 Independent Study High School (El Camino High)

Existing District equipment supports access to curricular software, the internet, communication and support systems.

- Wireless networking available at all campuses. Campus wide wireless has been installed on 23 campuses with the remaining 3 campuses to be complete by the end of the 2012/2013 school year.
- 125 Windows 2003 and Windows 2008 servers in the District Data Center.
- A private fiber optic network which is city wide provides highly reliable broadband connections between the schools and the District Data Center.

Education Service Center Technology Classroom: The classroom is used on a scheduled basis by Teacher Specialists, Technology Services, and other district departments for classes, access to media equipment, and student information system training. The classroom also serves the Ventura community with technology workshops:

- 28 Thin Client computers
- Internet Connection
- 2 Printers
- Projector and sound system for presentations

Technology Hardware Inventory*								
School	**PCs**	**<1Y**	**1-2Y**	**2-3Y**	**3-4Y**	**4Y+**	**Classroom**	**Lab/Lib/Cart**
TOTALS	5928	374	451	467	73	4563		
B. Reynolds	103					103	85	18
Citrus Glen	137				3	134	69	68

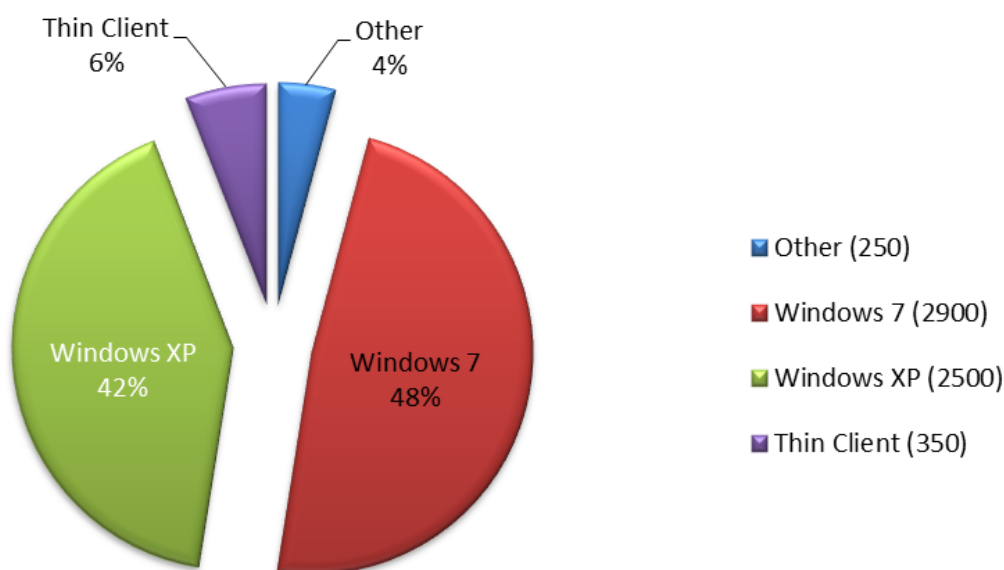|								
Elmhurst	127				8	119	62	57
E.P. Foster	104					104	53	51
Juanamaria	118			38		80	62	56
J. Serra	104					104	76	28
Lincoln	123	12				111	96	27
Loma Vista	125					125	75	50
Montalvo	139	1				138	83	56
Mound	106				1	105	56	50
Pierpont	100					100	83	17
Poinsettia	135					135	52	83
Portola	180				7	173	133	47
Saticoy	154				4	150	104	50
Sheridan Way	134				3	131	80	54
Sunset	133					133	86	47
Will Rogers	111				1	110	52	59
Anacapa MS	318			29		289	265	55
Balboa MS	329		33			296	203	126
Cabrillo MS	228	8				220	183	45
DeAnza MS	1133	321	310	260		242	1085	48
Buena HS	648		52	24	17	555	467	181
El Camino HS	36			8	1	27	36	
Foothill HS	345	32	10		10	293	231	114
Pacific HS	130			48	2	80	34	96

Buena HS	626		46	60	16	504	405	201

*Thin client computers, tablets and eReaders are not included in these counts.

Computer Operating Systems in Use

The significant number (2500) of Windows XP computers on the network must be replaced with Windows 7 to allow the deployment of new features in our email, unified messaging, client security and update management, and electrical energy management. Microsoft has published a final retirement of Windows XP on April 8, 2014. The District will be discontinuing support for Windows XP on June 30, 2013 in preparation for this event.

Computer Operating Systems in Use

Thin Client 6%
Other 4%
Windows XP 42%
Windows 7 48%

- Other (250)
- Windows 7 (2900)
- Windows XP (2500)
- Thin Client (350)

Student to Computer Ratio

With over 17,000 students and 5,928 instructional computers the district wide student to computer ratio calculates at 3.0 to 1. However, the standard age for computer obsolescence is four or more years. When we recalculate the student to computer ratio to only include non-obsolete (less than four years old) computers, the ratio increases to 13.0 to 1. For the past several years, donated equipment has provided the majority of replacement computers. During the past three years, 401 new computers were purchased across all grade levels other than the student netbooks purchased for the 1 to 1 computing program at De Anza Academy of Technology and the Arts.

Instructional Computers by Age
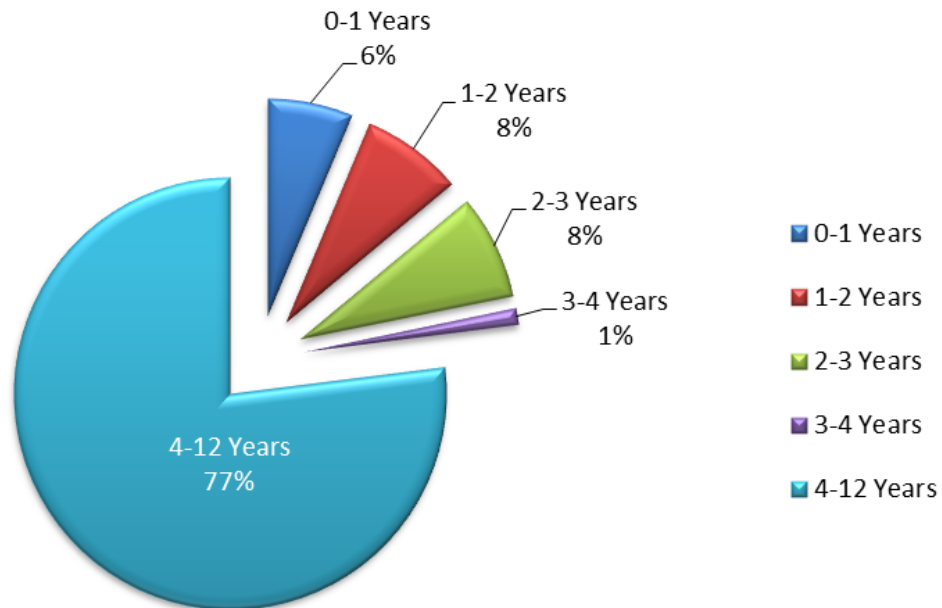
Ventura Unified School District gratefully thanks our many community partners for providing their excess computers- affording our schools increase access to technology at minimal cost on adequate computers.

Network Infrastructure

Every District school has a campus wide local area network service with a 1 Gigabit fiber optic back bone. All District campuses within the Ventura city limits have a 1 Gigabit connection to the District Data Center over the District's private fiber optic network. One school is outside the city and is connected to the Education Service Center through four teamed 1.5 Megabit T1 lines. There are approximately 2,000 "voice over IP" telephones throughout the District.

Existing Internet Access: Every classroom on every campus has Internet access through the district wide network. The District is Child Internet Protection Act compliant and protected from the Internet by content filtering, firewall, and intrusion detection technology. The connection

speed of the shared Internet access is 170 Megabits via radio link to the Ventura County Office of Education.

Existing Electronic Learning Resources:

- Leadership and support for curriculum software implementation is actively provided by district Education Services and Technology Services; including facilitating the implementation of adoption-related technology, purchase of productivity tools such as Microsoft Office, and Internet-based software for all sites.
- Various hardware components exist, including assistive technology. These are provided through Special Education and Technology Services.
- Universal access to the *Word Q* program is available at all Ventura campuses through a district-wide license.
- Technology Services and learning teams collaborate to identify high-value centralized resources. These are implemented across all schools. The older software is phased out through this process.
- Q Student Information System, a CALPADS (California Longitudinal Pupil Achievement Data System) compliant solution, is used for attendance, management of student records, master scheduling, web-based access of teachers, students, and parents to current student information
- Standards for Electronic Learning Resources include several components: These standards support the curriculum component because they provide an electronic system able to (1) host curricular software, (2) provide secure network storage to each student, (3) allow teachers to control the software components available to their class, (4) provide consistent and reliable software installations from computer to computer, (5) protect the computer network from disabling viruses, (6) provide maximum uptime, and (7) provide consistent access to the resource with a minimum amount for service issues.
- **Software for all levels on all network computers**: Microsoft Office software for Word Processing, Spreadsheets, Presentations and the Internet. Other software is provided to support student learning specific to the state content standards in Language Arts, Mathematics, Social Science and Science. This software is available to classrooms, labs, and library/media centers. In total there are about 200 network-based software programs in use. The following lists the major programs for the K-5, Middle, and High Schools.
- **Grades K-5.***Everyday Math Online, Pearson SuccessNet, Learn 360, Scott-Foresman Digital Path, Pearson SuccessMaker, Waterford, Follett Destiny LIS, MS Office, Renaissance Place Accelerated Reader, STAR Reading, Kidspiration, Math Blaster series, Academy of Reading, Reading Blaster series, Kid Pix, Read Naturally, Amazing Writing Machine, Micrograms collection, Rosetta Stone, and Type to Learn*.
- **Grades 6-8**. *Learn 360, Pearson SuccessMaker, Follett Destiny LIS, MS Office, Renaissance Place Accelerated Reader & STAR Reading, Inspiration, Rosetta Stone, Kid Pix, Scholastic Reading Inventory, Read 180, Adobe Photoshop Elements, ALICE, DyKnow, UltraKey, MyWorld GIS, Khan Academy and iTALC.*

- **Grades 9-12.** *Learn 360, Pearson SuccessMaker, Follett Destiny LIS, MS Office, Renaissance Place Accelerated Reader, STAR Reading, Inspiration, Larson's Math Series, Scholastic Reading Inventory, Rosetta Stone, Mavis Beacon Teaches Typing, All the Right Type, Adobe Creative Suite, ALEKS, Carnegie Math, MyWorld GIS, Math Type, and iTALC.*

Existing Technical Support: The District Technology Services Department includes the following staffing:

- 1 Chief Technology Officer
- 1 Administrative Assistant – assists with help desk calls, routing to appropriate personnel
- 1 Database/Network Analyst
- 1 Information Systems Analyst
- 1 Network and Systems Manager
- 1 Lead Technology Specialist
- 1 Technology Project Specialist
- 4 Technology Specialists – devoted to site-based support
- 1 Computer Repair Tech – devoted to site based support
- 1 Computer Repair Tech – devoted to support of De Anza Academy of the Arts 1 to 1 computing program and currently grant funded
- 1 Computer Support Specialist – devoted to Q SIS support, implementations and training; wide-ranging operations support, and CALPADS administration
- 1 Telephone/Computer Support Specialist – devoted to telephone system support, Identity management, and Q SIS support
- Additional technical support by students at some sites through education programs including Regional Occupation Program, and Interns from Adult Education/Technology Development Center
- Equipment purchases include hardware warranty for a period of 1 to 4 years
- Outside resources are used on occasion for professional services supporting technical projects

The five field technicians (4 Technology Specialists and 1 Computer Repair Technician) provide regular support to the schools on a schedule with site assignments rotating each semester. Elementary schools receive one 0.5 day visit per week and middle and high schools receive three 0.5 day visits per week. A web enabled technology work order system is used to enable schools and departments to submit, prioritize, and track service requests.

| 5b. | Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan. |

Hardware Needed: Hardware Needed:

- Schools need to have updated computers. More than three-fourths of existing computers are over 4 years old (some as old 12 years) and considered obsolete. For several years we have depended on functional, donated computers received from other agencies to replace our oldest and failing computers. Relying on these donated computers rather than purchasing new replacements has resulted in a higher percentage of obsolete but functional computers. All schools must have sufficient technology to meet SBAC testing requirements.
- Establish district-wide standard for minimum level of technology access for classrooms and schools.
- All Windows XP computers need to be replaced. They are slow and incompatible with advanced messaging features and updated management systems. Some of the existing Windows XP computers can be upgraded with memory to run Windows 7. District Technology Services actively seeks opportunities to obtain excess technology from partner agencies. This equipment is thoroughly refurbished and tested prior to be placing into school service.
- All classrooms need consistent presentation equipment. This includes a cart, projector, amplified speaker, document camera, and computer. Where feasible projectors should be ceiling mounted.
- Classroom printing needs to include a standard network printer. This has been done with the Xerox Phaser 3250 network laser printer in two schools. The standard network printer supports all the computers in the room, simplifies technician support, simplifies hardware configurations and works well for the students and teacher. Otherwise, classrooms need to use the school's Konica Minolta printer in the workroom. These are very capable network printers with color capability and they are supported through maintenance agreements.
- Server equipment for upgrade/transition to current version of MS Exchange to provide enhanced messaging features. The current 2003 MS Exchange mail system has been in production for nearly 8 years. Replacing this system would lay foundation for transition to a unified messaging system that includes email, phone, voicemail, video conferencing, and instant messaging.

- **Electronic Learning Resources Needed:** Review   the number of supported software programs and computer operating systems to determine those with significant educational value, hardware compatibility, and price. Only acquire new resources that meet curricular goals, value, compatibility, and price tests. Insofar as it is feasible, host programs from inside the District-wide fiber optic network to take advantage of the high-performance access it provides.
- The District recognizes the ever-changing nature of technology and electronic resources. For proposed software purchases, sites will notify Curriculum and Instruction and Technology Services prior to ascertain appropriateness, budget, and potential support.

Standardized curricular-area software will be a standing agenda topic for the Technology Committee through the year.
- Follow through with Assistive Technology support with Special Education. Establish a lending library of assistive technology resources.
- Identify and implement additional web-based programs at the District Data Center.
- Maintain existing web-based programs available to all schools including Q Student Information System, Follett Destiny, Learn 360, and Renaissance Place Accelerated Reader.
- Provide email accounts for students at schools ready to implement cyber-safe email accounts utilizing no cost Office Live 365 services (formerly Live at Edu).
- Assess the value, perceived need, and resources required to develop a dynamic learning environment (e.g. Moodle, Edmodo) to enhance Q Student/Parent/Teacher Connection.
- Implement address validation in Q Student Information System.
- Expand imaging of archival student records to include archival needs of other departments.

- **Networking and Telecommunications Infrastructure Needed:** Increase the District's Internet bandwidth to support increase in demands created by campus wide wi-fi, BYOD, 1 to 1, and Smarter Balance Assessment Consortium (SBAC) online testing. Current District capacity for SBAC testing is 900 simultaneous users
- Increase bandwidth of Sunset school link to District Data Center to be more equitable with other schools. Currently 6.0 Mb using 4 teamed 1.5 Mb T1 links.
- Networking equipment at most non-E-Rate schools is 8 years or older and in need of refreshing. Network gear should be capable of upgrade to 10Gb uplink and 10/100/1000Mb to the desktop.
- Ensure 1Gb Power Over Ethernet (POE) connections for wireless access points to support anticipated increase in wireless devices.
- Upgrade iNet (cross-town fiber backbone) connections to 10Gb.
- Upgrade District data center core switches to increase bandwidth between the District data center location, and expand capacity of Storage Area Network (SAN).
- Expand wireless network to include stadiums at Buena and Ventura campuses to allow students and staff to use wireless devices during school hours and at school events.
- Implement a reliable, efficient, and comprehensive data backup solution including bare metal restore for critical servers. Current backups are minimal including only the email data store, Q Student Information System database, SRI database, primary Active Directory domain state, SuccessMaker database, and some department files.
- Implement mobile device management system to manage increasing numbers of tablets and e-readers.
- Renew telephone systems and provide replacement telephones. VUSD Voice Over IP' network-connected telephones have been in service an average of 10 years and this hardware is no longer supported by the manufacturer.
- Renew DHCP & Print servers at all sites with updated equipment. Windows 2008 R2 servers required for effective use and management of Windows 7 PCs.
- Eliminate under-utilized and energy-inefficient servers in the District data center. Replace with fewer more powerful servers using less energy.

- Develop network potentials for video-conferencing, closed circuit and broadcast television throughout the District and into the Ventura community.
- Develop network potentials for school safety systems (surveillance, intruder detection, and public safety alert.)

- **Physical Plant Modifications Needed:** Clean and properly ventilated network closets at all sites. Dust and moisture intrusion causes premature equipment failure.
- Add inline power filtering and surge protection for network infrastructure electrical circuits.
- Add classroom network cabling as needed to eliminate classroom hubs and switches.
- Add electrical outlets and circuits to classrooms as needed to support additional student computers.
- Develop written policy, procedure, and test plan for network security and disaster recovery.

- **Technical Support Needed:** The results of the recent technology surveys indicated a general satisfaction with the quality of technology support received, however, a prominent concern was raised about the amount of support available. Sites feel that they do not receive enough technology support: the wait time on service requests is too long, new and donated computer equipment is not installed quickly enough, new software is not deployed in a timely manner. This is not surprising given the current computer to technician ratio of approximately 1200 to 1.
-
- To enhance the amount of support the sites receive and improve installation times for new equipment and software:
  - Increase the number of field technicians included in the site support schedule. Adding two field technicians to the schedule would increase site support to high schools to 2.0 days per week, middle schools to 1.5 days per week, elementary schools to 1.0 days per week.
  - Add two technicians to work with the Project Specialist as a Project Team to install new equipment and software apart from the sites' regularly scheduled support time.
- Implement the inventory module of the technology work order system to improve computer inventory management and make use of enhanced reporting features.
- Contract with qualified expert support for email upgrade and disaster recovery implementations.

- Assess utilization of outside vendors for supplemental technical support.
- Develop a protocol for student involvement in technical support.
- Perform annual evaluation of technical support needs.

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

Goal 1: Replace or upgrade all Windows XP PCs with Windows 7.

- Replace or upgrade approximately 2,500 Windows XP computers.
- Refresh school site DHCP & Printer servers with Windows Server 2008 R2 to support management of Windows 7 computers.

Goal 2: Establish a "realistic" replacement plan for aging technology.

- Replace 20% of computers over 4 years old annually with a combination of new and "like new" off-lease computers.
- Replace network switches at 3 school sites annually.
- Replace or virtualize 15 district and school site servers annually.

Goal 3: Ensure SBAC, CCSS, and mobile device readiness.

- Increase District's Internet connection bandwidth.
- Implement mobile device management system.
- Ensure all Ruckus Wireless Access Points are connected to network at 1Gb.
- Ensure all school sites have been trained on guest wireless access.
- Expand wireless network to include stadiums at Ventura and Buena high schools.
- Verify that instructional devices exceed minimum requirements for SBAC.

Goal 4: Upgrade District Data Center and network infrastructure to improve reliability and speed of WAN connections, achieve energy-efficiency through virtualization of servers, deploy unified messaging technology, and improve disaster recovery capabilities.

- Increase Sunset School's WAN connection to a minimum of 200Mb.
- Upgrade mail system to Exchange 2010.
- Implement comprehensive data backup solution with bare metal restore for critical servers.
- Increase network link between District Data Centers to 20Gb failover.
- Increase cross town iNet link to 10Gb.
- Employ virtualization technology to reduce the number of old inefficient physical servers and move school site file storage to SAN.
- Evaluate options for replacing the 3Com NBX phone system.

Year 1 Benchmark: VUSD will increase Internet bandwidth; increase Sunset School WAN link bandwidth; implement MS Exchange 2010, implement comprehensive backup solution, upgrade or replace 1,000 Windows XP PCs; replace 20% of computers over 4 years old; replace network switches at 3 school sites; renew DHCP & Print servers at 6 school sites; expand Wireless network to include Buena and Ventura stadiums; add two technicians for project team.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Increase District's Internet connection bandwidth.	Fall 2013	Technology and Business Services
Increase Sunset WAN link bandwidth.	Fall 2013	Technology and Business Services
Acquire server hardware and begin implementation of Exchange 2010.	Fall 2013	Technology, Business Services, and Purchasing Departments
Implement comprehensive backup solution with bare metal restore for critical servers.	June 2014	Technology and Business Services
Replace or upgrade 1,000 Windows XP computers with Windows 7.	June 2014	Technology Services
Acquire and install 900 new and off-lease computers to replace existing computers older than 4 years.	June 2014	Technology, Business Services, and Purchasing departments
Replace network switch equipment at 3 school sites.	June 2014	Technology, Business Services, and Purchasing Department
Replace Windows 2003 DHCP & Print servers at 6 school sites.	June 2014	Technology, Business Services, and Purchasing departments
Expand wireless network to include the Buena and Ventura stadiums and Facilities department.	June 2014	Technology and Business Services
Inventory and evalute school site technology for SBAC readiness.	June 2014 and on going	Technology Services and school site Principals
Schedule Guest wireless access training for all school sites not already actively using Guest access.	January 2014 and on going	Technology Project Specialist
Add two technicians for project team to expedite installation of the new technology equipment.	Fall 2013	Chief Technology Officer, Business Services, and Budget and Finance

Year 2 Benchmark: VUSD will upgrade or replace 1,000 Windows PCs; replace 20% of computers over 4 years old; replace network switches at 3 school sites; renew DHCP & Print servers at 6 school sites; ensure all Wireless Access Points are connected at 1 Gb; expand capacity of technology inventory module; implement mobile device management system; add two field technicians for school site support.		
Recommended Actions/Activities	**Timeline**	**Person(s) Responsible**
Replace or upgrade 1,000 Windows XP computers with Windows 7.	June 2015	Technology Services
Acquire and install 900 new and off-lease computers to replace existing computers older than 4 years.	June 2015	Technology, Business Services, and Purchasing departments
Replace network switch equipment at 3 school sites.	June 2015	Technology, Business Services, and Purchasing departments

Replace Windows 2003 DHCP & Print servers at 6 school sites.	June 2015	Technology, Business Services, and Puchasing Department
Update and evaluate school site technology inventory.	June 2015	Technology Services and school site Principals
Acquire and implement mobile device management system.	June 2015	Technology, Business Services, and Purchasing departments
Ensure that all Ruckus Wireless Access Points are connected to the network at 1Gb.	Fall 2014	Technology Services
Expand licensing for Track-It inventory module to track technology assets.	June 2015	Technology, Business Services, and Purchasing departments
Add two field technicians for school site support	Fall 2014	Chief Technology Officer, Business Services and Budget and Finance

Year 3 Benchmark: VUSD will upgrade or replace remaining Windows PCs; replace 20% of computers over 4 years old; replace network switches at 3 school sites; renew DHCP and Print servers at 6 school sites; begin implementation of new phone system; upgrade iNet connections to 10Gb; upgrade District Data Center link to redundant 20Gb link.

Recommended Actions/Activities	Timeline	Person(s) Responsible
Replace or upgrade remaining 500 Windows XP computers with Windows 7.	June 2016	Technology Services
Acquire and install 900 new and off-lease computers to replace existing computers older than 4 years.	June 2016	Technology Services, Business Services, and Purchasing departments
Replace network switch equipment at 3 school sites.	June 2016	Technology, Business Services, and Purchasing departments
Replace Windows 2003 DHCP & Print servers at 6 school sites.	June 2016	Technology, Business Services, and Purchasing departments
Evaluate, select, and begin implementation of phone system to replace exisiting 3Com NBX phone system.	June 2016	Technology, Business Services, Business Services, Facilities, Purchasing, Budget & Finance departments and school site Principals
Upgrade cross-town iNet connections to 10Gb.	June 2016	Technology, Business Services, and Purchasing departments and iNet committee
Upgrade between District Data Centers to a 20Gb redundant connection.	June 2016	Technology, Business Services, and Purchasing department

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

- Site Administrators and School Administrative Assistants will monitor site progress and report to the Technology Planning Committee.
- Technology Services will provide Site Administrators an evaluation tool to be completed at the end of each Technician rotation (twice per year) that assesses site satisfaction with technical support and resources.
- Technology Services department will provide quarterly status updates regarding technology projects to the District Technology Committee.

- District Technology Committee reports will go to Senior Management and School Board semi-annually.
- Evaluation of teacher and administrator technical needs will be ongoing. This will include analyzing locally-developed surveys.
- The Technology Plan will be featured on the District web site with a response form available for input.

6a.   List of established and potential funding sources.

Established Funding Sources: This section of the plan addresses the resources necessary to accomplish the curriculum, professional development, and infrastructure goals of the Technology Plan. It also represents the pragmatic limits of what the District can accomplish given its fiscal resources. This section begins by providing a list of established and potential funding sources and cost savings opportunities, both present and future. It then provides estimated implementation costs for the term of the plan (three years), including a description of the District obsolete equipment replacement policy and a description of the level of ongoing technical support the District will need to provide. In conclusion, a description of the District's process used to monitor technology funding, implementation costs, and new funding opportunities will be described as well as how budgets will be adjusted as necessary.

6a. List of established and potential funding sources and cost savings, present and future. This section of the plan provides a list of established and potential funding sources and cost savings opportunities, both present and future.

The Technology Planning Committee has identified the following established and potential sources of technology funding for the District. Some sources are annotated with additional details.

Figure 1: Funding Sources

District Level	School Site Level
- E-Rate Discounts and Rebates - Unrestricted General Fund (The source of most VUSD technology funding) - State and Federal Categorical Program funding - Mandated Cost Funds - Restricted Lottery - District Bond Funds - District Parcel Tax Funds - Donations - State funding from Microsoft grant and Microsoft K-12 Vouchers is used to purchase software - State and Federal Grant	(Classroom grants in support of goals) - PTA & Foundation Contributions & Grants - Local fund-raising efforts - Donations* (from local businesses) - State and Federal Categorical Program funding - Restricted Lottery

*Regarding donations, any donated computers or equipment must meet the District minimum specifications for donated equipment. It is also recognized as important that the District collect the necessary disposal fees for any donated equipment.

The Technology Planning Committee has also identified the following sources of cost savings for the District. Some sources are annotated with additional details.

- CMAS Contract The California Multiple Award Schedules (CMAS) - Requires a 1% fee, which vendors often pay. Most resellers and sellers are involved.
- WSCA Contract - Western States Contracting Alliance (WSCA)
- CalSave
- The District's iNET private fiber optic network has reached a return of the initial investment from reduced wide area network costs and increased performance
- Corporate Partnerships
- CTAP Consortium Purchasing
- Educational Discounts & Bids/RFPs whenever available or applicable
- Microsoft Select License / Campus Agreement

The District continues to seek additional funding sources and cost savings. The Technology Planning Committee will continue to review funding sources, including any new potential funding sources.

6b. Estimate annual implementation costs for the term of the plan

The District Technology Committee has identified the following anticipated costs associated with implementing the Curriculum, Professional Development, and Infrastructure sections of this plan. The major anticipated costs are broken out by professional development, technical support, software, hardware, and infrastructure costs.

Professional Development

The District Technology Committee has identified the following anticipated costs associated with professional development.

 In order to support the implementation of goals in sections 3a-3j, the District will need to provide professional development for staff that is purposeful, relevant, and timely. Most professional development will be provided in house by the Technology Curriculum Teacher Specialist who best knows the school sites, students, and staff. Additional technology training classes related to various software programs are available through Ventura County Office of Education (VCOE) at minimal cost to the District. The table below shows the anticipated annual costs for implementing professional development in support of section 3 goals.

Figure 1: Professional Development (Anticipated Costs)

Professional Development/Support				
	2013-2014	2014-2015	2015-2016	Potential Funding Sources
Technology Curriculum Teacher Specialist	104,246	104,246	104,246	Title I, Title II

				General Fund, Title I, SLIBG
VCOE Training Classes	1,500	1,500	1,500	General Fund, Title I, SLIBG
Totals	105,746	105,746	105,746	

Technical Support

The Technology Committee has identified the following anticipated costs associated with technical support staffing. In order to adequately support the technology needs of staff and students, the District has shown a continued commitment to appropriately staffing the information technology department. To continue the commitment to high quality technical support, the District will need to continue to direct general budget funds in support of this goal. The table below shows the anticipated annual costs for maintaining technical support staffing in support of section 3 goals.

Figure 2: Technical Support (Anticipated Costs)

Technical Support				
	2013-2014	2014-2015	2015-2016	Potential Funding Sources
Administrative Staff	267,238	269,168	271,113	General Fund
Classified Staff	1,163,223	1,302,276	1,311,391	General Fund
Track-It System	8,200	0	0	General Fund
Totals	1,438,661	1,571,444	1,582,504	General Fund

SoftwareThe District Technology Committee has identified the following anticipated costs associated with computer software purchases or subscriptions. While the needs are many, the District recognizes the need to fund and expand access to learning technologies that will make for positive learning outcomes for all students. The table below shows the anticipated annual costs for the acquisition or renewal of software in support of section 3 goals.

Figure 3: Software (Anticipated Costs)

	2013-2014	2014-2015	2015-2016	Potential Funding Sources
SIS (Q Connection)	100,722	100,722	100,722	General Fund
Assessment (Illuminate, Intel-Assess)	124,000	124,000	124,000	Restricted Lottery

Curricular (Accelerated Reader, Successmaker, etc.)	60,000	60,000	60,000	Restricted Lottery, Title I, EIA, ELAP
Business (Escape)	142,000	142,000	142,000	Unrestricted Lottery
Communication (ConnectEd)	63,000	63,000	63,000	Title I
Microsoft Licenses	82,000	82,000	82,000	General Fund, Grants
Technology Systems (Sophos, SonicWALL, Lightspeed, Destiny)	68,000	68,000	68,000	General Fund, Restricted Lottery
Totals	639,722	639,722	639,722	

Hardware

The District Technology Committee has identified a number of anticipated costs associated with computer hardware. The table below shows the anticipated annual costs for the acquisition or hardware in support of section 3 goals, which are based on anticipated replacement cycles. It is clear that a high priority for the District is to direct funds towards replacement computers that adequately serve the needs of students and staff in support of section 3 goals.

Figure 4: Hardware (Anticipated Costs)

	2013-2014	2014-2015	2015-2016	Potential Funding Sources
Replacement computers & peripherals	340,000	340,000	340,000	Donations, Grants, Restricted Lottery, General Fund
Servers (application & network services)	70,000	70,000	70,000	General Fund, E-Rate
Exchange Server	120,000	0	0	General Fund
Network Switches & wireless access points	200,000	200,000	200,000	General Fund, E-Rate
Totals	730,000	610,000	610,000	

Infrastructure

During the past several years, the District has made a significant investment in upgrading the core infrastructure district-wide. The anticipated expenses are to continue to refresh network equipment and infrastructure while harnessing the eRate discount program where possible.

Figure 5: Infrastructure (Anticipated Costs)

	2013-2014	2014-2015	2015-2016	Potential Funding Sources
Data center core switches	0	0	120,000	General Fund
Electrical & data connections/wiring	45,000	45,000	45,000	General Fund
District-wide Internet access & connectivity	120,000	120,000	120,000	Unrestricted Lottery, E-Rate
Totals	165,000	165,000	285,000	

Overall CostsThe overall annual costs of this plan are summarized below as potential funding sources.

The estimated costs and figures in this section are intended for planning purposes only. They are not meant for accounting purposes, nor are they meant to represent a commitment by the District to fully fund each of these needs. These costs must be prioritized along with the costs of other District business. The greatest budget challenges for technology facing the District is going to be maintaining up-to-date student and teacher computers (less than 5 years old) as well as providing timely technical support, staff development for teachers to stay up-to-date with student use, and upgrading critical systems.

 In addition to the technology resources of hardware, software, infrastructure, and support, the District believes that this plan can only be successful if attention is given to purchasing agreements and the need for the District to obtain discounted prices from technology vendors. This area extends to decisions concerning what equipment will be purchased, what will be leased and the most efficient and effective means for repurposing and/or disposing of aged or replaced equipment.

Potential Funding Sources:

6b. Estimate annual implementation costs for the term of the plan.

Item Description	Year 1	Year 2	Year 3	Funding Source Including E-Rate
Other				
Professional Development	$105,746	$105,746	$105,746	Title 1, Title II, SLIBG, General Fund
Technical Support	$1,438,661	$1,571,444	$1,582,504	General Fund
Software	$639,722	$639,722	$639,722	Title1, Lottery, EIA, ELAP, Grants, General Fund
Hardware	$730,000	$610,000	$610,000	Donations, Grants, Lottery, General Fund, E-Rate
Infrastructure	$165,000	$165,000	$285,000	Lottery, General Fund, E-Rate
Totals:	$3,079,129	$3,091,912	$3,222,972	

6c. Describe the district's replacement policy for obsolete equipment.

The District's current computer replacement cycle is based on the capacity of the computer. The computer remains in production until it can no longer be supported or it can no longer run the current applications. This may mean that a computer remains in use for 8 to 12 years.   It has been the district's goal to replace 20% of the computers each year yielding a five year replacement cycle. Although we have in the past years come close to 20% annual replacement of systems at some schools, no site remains at that level and most replacement systems are not replaced with new equipment. The replacements have instead come in the form of refurbished computers donated to the district from many public and private agencies. These systems are, however, years newer and better-performing than the systems they are replacing.

The District's computer replacement policy is currently being redefined. A future technology replacement plan for replacing computers five years or older would require a significant investment of funds not necessarily available for expenditure. A more realistic replacement plan for aging computers is to replace annually 20% of the computers that are over 4 years old , using a combination of new and "like-new" off-lease computers. This is the model used when determining the annual cost for hardware in section 6b of this plan.

Beyond the replacement of computers for staff and student use, the District must also have a replacement plan for system equipment that supports the District's network, such as servers and switching equipment (refer to section 5b of this plan for more detailed information on the Hardware, Networking and Telecommunications Infrastructure needed). In general, servers and switches that support the District's network have longer life spans than the computers used to access the network, typically lasting anywhere from 8 to 12 years (some equipment still in use within the District exceed 12 years in age). Additionally, there can be a wide range in the replacement cost of these devices, depending on the size and capacity of the equipment that needs to be replaced at any given time. In the past, replacement of servers and switches has been

primarily reactive, based on equipment failure. A reasonable replacement plan for aging servers and switches is to replace annually 20% of the equipment over 7 years old.

The refresh plan, for both computers and system equipment, will be further outlined and quantified over the course of the next two years and presented to leadership for approval.

6d.	Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.

Effective monitoring and evaluation of the District Technology Plan budget are necessary components to the successful implementation of the plan. Section 5b of this Technology Plan identifies areas of need that will assist in implementing the teaching and learning goals established in this plan. Section 6b develops and provides estimated costs associated with the areas of need identified in Section 5b, including costs for professional development, technical support, software, hardware and infrastructure. In the District's budget development process, these technology costs must be considered along with the costs of other District business.

In the process for developing and monitoring the budget for the District, consideration is given to technology needs as outlined in this plan. The Chief Technology Officer, along with the Assistant Superintendent of Business Services and the Director of Budget and Finance, is responsible for developing the budget for the Technology Department. In addition, Site Administrators are responsible for developing and incorporating technology needs in their site budget. Site budget development and monitoring is accomplished with the assistance of the Director of Budget and Finance, as well as the participation and oversight of a School Site Council. Certain funding sources, such as federal and categorical funds, have established guidelines for expenditures that must be followed. The Budget and Finance Department routinely monitors all technology expenditures for adherence to program guidelines, legal requirements, and Board policy.

The District Technology Committee will meet semi-annually to review and monitor the Technology Plan, including its funding sources, budgets, expenditures, and replacement policies. The District Technology Committee will discuss progress towards meeting the needs outlined in Section 5b of the plan, evaluate remaining needs, and recommend funding priorities. Technology budget recommendations will be included in the annual report that the District Technology Committee presents to the Superintendent and the School Board.

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

Technology supports the overall district goals and initiatives outlined in this plan.   As the plan is implemented in conjunction with all other district plans and projects, VUSD will continue to move towards reaching district goals and initiatives.

The District Technology Committee will review the plan's data collection methods, instruments, common data elements, and timelines quarterly. To evaluate the impact of the plan on student achievement, a variety of state and local assessments will be used. Student and teacher surveys, student work, and teacher observations will evaluate technology competencies.

Student, parent, and teacher surveys will measure the degree to which technology is integrated into the learning environment.

The effectiveness of this plan will be monitored and evaluated in a variety of ways:
- State and local assessments (shared with the School Board)
- Student work
- Classroom observation
- Administrator, teacher, student and parent surveys
- Professional development workshops, attendance, evaluations, online postings, reports

The plan's overall goals, objectives and benchmarks will be reviewed throughout the year by the District Technology Committee. An annual report will be presented to stakeholders, district administration, and the School Board. The District Technology Committee will meet at least bi-monthly to assure activities in each component are progressing. It is anticipated that changes and modifications to the plan will be necessary.

Curriculum and Technology: The Assistant Superintendent, Educational Services or designee will provide an annual report to the Superintendent and School Board on student performance measures using standardized tests, common core state standards, and API scores. The Assistant Superintendent, Education Services or designee will also report on the integration of technology in the curriculum and school management.

Professional Development: The Assistant Superintendent, Educational Services or designee will report to the Superintendent and School Board on the development and effectiveness of the professional development program based on input from teacher evaluations following professional development.

Infrastructure, hardware, electronic learning resources, plant modifications, and technical support: The Chief Technology Officer makes regular reports to the members of the Executive Cabinet.

The Chief Technology Officer will work with the District Technology Committee to evaluate and direct the ongoing operations related to infrastructure, hardware, software, and support needs to help the district meet the goals and objectives of this plan. The Chief Technology Officer will provide annual reports to the School Board.

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

Effective monitoring and evaluation are a necessary component to the successful execution of this plan. Sections 3 through 6 include descriptions of the steps that will be taken to ensure successful implementation of the plan. The timelines used to evaluate the overall effect of the implementation of the Technology Plan are delineated in each goal. Beyond the schedules for monitoring and evaluating individual plan goals, the larger evaluation of the plan's implementation progress will be coordinated by the Educational Services Department, the Executive Cabinet, Technology Services Department, and the Business Services Department. The District Technology Planning Committee and District Technology Committee will be responsible for overseeing data collection, analysis, and making recommendations for any necessary plan modifications**.**   The information collected will be used to refine and modify site level technology decisions.

1. The Educational Services Department, and Business Services Department will monitor the implementation status, analyze results for each area and evaluate quarterly, recommending modifications where applicable.

2. The Superintendent's Cabinet will review plan implementation yearly.

3. The Technology Services Department will provide monthly updates to Educational Services Department, Business Services Department and the District Technology Committee.

4. The District Technology Planning Committee will meet quarterly to monitor and evaluate plan progress.

5. The District Technology Committee will review the plan implementation quarterly, integrate evaluation data and modify the plan to adapt to new circumstances and priorities.

7c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.

The goal of our three-year Educational Technology Plan is to enhance teaching and learning through the effective use of technology. Providing students and staff with necessary technology skills and tools will enable them to be skillful users of technology and lifelong learners.

The Technology Planning Committee will provide an annual report on the progress of the Plan's implementation to stakeholders. The Chief Technology Officer, Assistant Superintendent of Business Services and the Assistant Superintendent for Educational Services will meet with the Cabinet and School Board as outlined in section 7b to provide information about the Technology Plan and its progress. The Technology Plan annual goals and objectives will be measured and reported to the School Board annually by the Superintendent.

The District Technology Committee will share their data and conclusions with all key stakeholders, including teachers, school site administrators, central office staff, administrators, parents, students and community members. Information will be shared through the district Intranet system, and on the district website, as well as other forms of district communications with parents and the community.

Annual Review of Goals Year One:

Annual Review of Goals Year Two:

Annual Review of Goals Year Three:

8. Collaborative Strategies with Adult Literacy Providers

<u>Adult Education</u>

Adult Education is the District's primary adult literacy program and offers a variety of adult literacy services. Adult Education has programs at 18 sites in the City of Ventura.   Adult Education courses are available both day and night. These courses cover a broad spectrum of subjects for English Language Learners, Older Adults, Parents, and Special Needs students. Adult Education also has extensive programs that train students for Vocational and Technology Careers. The training programs have been designed to be comprehensive, supportive, and flexible. Adult Education provides diverse, accessible, lifelong learning opportunities. The district provides the Adult Education program with standard local area network infrastructure, connection to the city-wide private optic network, and a standard Voice-Over IP' telephone system.

<u>Ventura Neighborhood for Learning</u>

The Ventura Neighborhood for Learning centers located on five Elementary School campuses provides school readiness activities for children ages 0 – 5 and their parents. Adult literacy services are provided through Early Learning classes, parenting information, and Family Support Services. The Ventura Neighborhood for Learning centers, funded by the First 5 program, are provided with standard district network services, telephones, and web site hosting.

<u>Education Service Center Technology Classroom</u>.

Located at the Ventura Unified School District Education Service Center, the Technology Classroom is used for District professional development, trainings for other agencies, and technology training for parents. The classroom is equipped with a bank of 28 thin clients and equipment for multi-media presentations.

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

Integrating Technology into the Curriculum

The Ventura Unified School District is exploring ways to integrate technology across all curricular areas and grade levels to enhance student achievement and prepare students for 21st Century learning. Our technology plan integrates standards-based curriculum with strategies for using technology to enhance classroom instruction. Integrating technology into the curriculum, supported with instructional practices that engage students, has been shown to improve student achievement, if teachers are provided with intensive, sustainable professional development (Wolf, 2008).

Technology integration involves teachers in rethinking and reshaping their curriculum. Key questions for teachers to ask themselves as they reorganize curricula in terms of the technology application(s) they have selected are:

- What does the technology offer students in terms of developing concepts and content?
- How does it help students to carry out inquiry processes?
- How will students work together collaboratively or cooperatively?
- What is the relationship between technology and other instructional materials?
- What new knowledge of my content or discipline, of teaching, or of technology do I need in order to foster new learning in my students?
- What knowledge processes, and skills do students need before using the technology?

Improve and Assess Student Achievement

A four-year study (CEO Forum; 2001, June) cited four key findings regarding the use of technology to improve student achievement. The key findings include:

- Educational technology can improve student achievement
- Technology has the greatest impact when it is integrated into the curriculum
- Assessment needs to align with educational objectives and adequately measure 21st century skills
- School districts need to engage in continuous improvement strategies and measure these strategies on an ongoing basis

Rein (2000) research findings support the notion that students' attitude about learning improves through an increased motivation to learn through computer-based instruction. "Digital tools provide a means for teachers to efficiently and routinely use open-ended response and performance assessments that were previously too cumbersome to score in an efficient manner." (Fletcher, 2002).

Implement Effective Professional Development

A report titled, **Factors that Affect the Effective Use of Technology for Teaching and Learning**, cited nine conclusions regarding technology and professional development. These include:

- Leadership is a key ingredient
- Vision is critical
- Technology integration is a slow process
- Not everyone will buy-in
- Effective integration requires changes in teaching styles
- Access to expertise is essential
- Different populations have different barriers to using technology
- Infrastructure is not a problem in all schools
- Teachers can benefit from the ability to monitor their own progress

Furthermore, Sivin-Kachala states "results of over 300 studies of technology use, authors conclude that teacher training was the most significant factor influencing the effective use of educational technology to improve student achievement. Specifically, the report states that students of teachers with more than ten hours of training significantly outperformed students of teachers with five or fewer training hours." Sivin-Kachala & Bialo, (2000)

The plan for professional development was designed to be consistent with the following research on effective practices:

- Development of school and classroom level technology plans by and for teachers.
- Understanding of ways to integrate technology into education reform.
- Teacher-awareness of effective technology applications
- A social network of other technology-using teachers
- Availability of teacher-mentors or other peer support
- Involvement of principals and other administrators in the planning and training
- Development of the knowledge to critique and select technology applications
- Adequate time and increased opportunity for staff development and technical assistance

Effective staff development is individualized and relevant to a particular program or project in which teachers have a special interest. In a review of studies on technology insertion, Cradler & Cradler (1995) found that the experience of states and local districts with technology integration demonstrates that:

- Staff development must be individualized to the needs of the teacher.
- Teachers must decide on what the topic should be and when the staff development or training should occur.
- Time for teachers to plan, learn about, and implement technology applications is essential.
- Educators need an understanding of ways to integrate technology into education reform initiatives.

Resources

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Zwang, J. (2010, November 9). ED releases final version of national ed-tech plan: For technology to transform education, we need to fundamentally change how schools operate, sec. Duncan says. *eSchool News*.

9b.	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.

This plan is developed with the idea that technology will be integrated throughout the District's Core Curriculum to enhance, extend and supplement academic courses. We believe that by integrating technology within students' daily learning, that engagement will increase and students will become active participants in the learning environment. In addition, we believe that students will become prepared for a more global and technological world. We have developed pilot programs to extend and supplement the district's core curriculum.

- VUSD is exploring the use of mobile technology to extend and enhance the district curriculum. The iPad Academy is currently available at our magnet high school program. Our technology magnet middle school uses netbooks on a 1 to 1 basis. Benchmark and state testing data will be used to track the progress of these students and compare them to their peers. iPads, netbooks and other mobile devices are also being used in classrooms throughout the district. While the District has not yet decided on one specific model or platform, we are committed to providing a digitally-enhanced learning experience for our students.
- VUSD is in the early stages of researching to determine how Science, Technology, Engineering and Mathematics (STEM) will be implemented into our curriculum.   VUSD recently submitted a federal magnet school assistance program grant where several

elementary schools cited a STEM focus. Depending on available grant funding, teachers will attend trainings integrating STEM focus into curriculum.

- Distance learning courses have been offered to VUSD students for credit recovery and learning enhancement. In addition, several of our schools subscribe to web-based and computer-based courses such as *SuccessMaker*, *Waterford* and *Renaissance Place Accelerated Reader*. The Director of Curriculum and Instruction recently completed an online Certification for Online Adjunct Teaching through the University of Maryland. Skills learned through the program will be shared with teachers as the district begins to explore and/or develop online curriculums.

Appendix C - Criteria for EETT Technology Plans
(Completed Appendix C is REQUIRED in a technology plan)

In order to be approved, a technology plan needs to "Adequately Addressed" each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with "Page in District Plan" completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district's use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)		The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2008-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of 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.		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.		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.		The plan describes the typical frequency and type of use (technology skills/information and 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.		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.		The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.

e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.
f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism		The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.	The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.
g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.		The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.	The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about internet safety.

	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.		The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.	The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to 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.		The plan delineates clear goals, measurable objectives, 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.		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.		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 Commission on Teacher Credentialing (CTC) Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.		The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d - 3j) of the plan.	The plan speaks only generally of professional development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.		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.		The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development components of the plan.		The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional Development components.	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.		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.		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.		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.		Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.		Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.		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.		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.		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.		The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	**Page in District Plan**	**Example of Adequately Addressed**	**Example of Not Adequately Addressed**
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	There is no evidence that the plan has been, or will be developed in collaboration with adult literacy service providers, to maximize the use of technology.

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

Appendix J - Technology Plan Contact Information
(Required)

Education Technology Plan Review System (ETPRS)
Contact Information

County & District Code: _____ 56 - 72652 _____

School Code (Direct-funded charters only): _____

LEA Name: _____ Ventura Unified _____

*Salutation: _____ Ms. _____

*First Name: _____ Kathy _____

*Last Name: _____ Asher _____

*Job Title: _____ Assistant Superintendent, Educational Services _____

*Address: _____ 255 West Stanley Ave., Ste. 100 _____

*City: _____ Ventura _____

*Zip Code: _____ 93001-1348 _____

*Telephone: _____ 805-641-5000 _____ Ext: _1023 _____

Fax: _____ 805 653-7862 _____

*E-mail: _____ kathy.asher@venturausd.org _____

Please provide backup contact information.

1st Backup Name: _____ Joe Richards, Assistant Superintendent, Business Services _____

E-mail: _____ joe.richards@venturausd.org _____

2nd Backup Name: _____ Nancy Barker, Director of Curriculum & Instruction _____

E-mail: _____ nancy.barker@venturausd.org _____

* Required information in the ETPRS